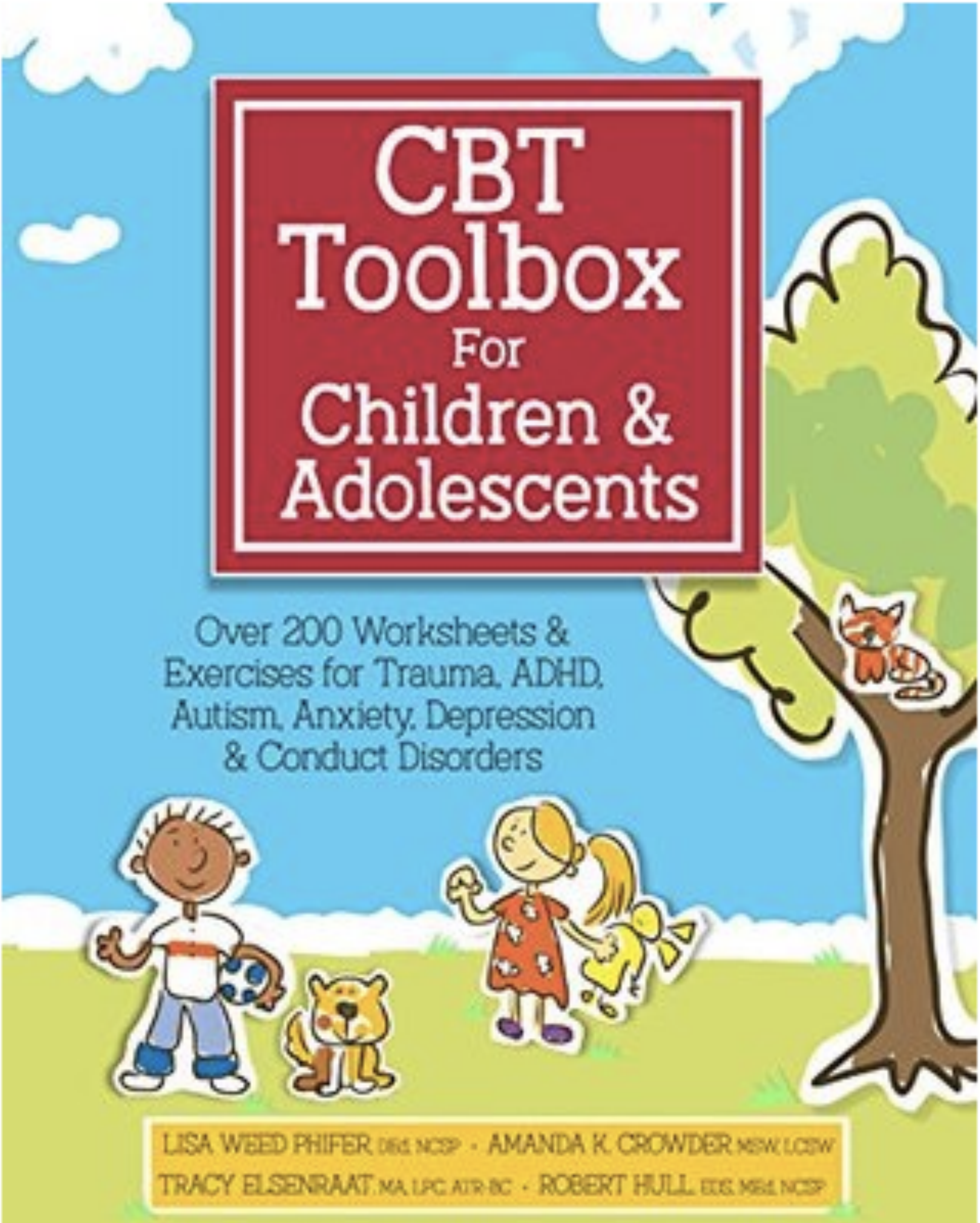

CBT Toolbox For Children & Adolescents

Over 200 Worksheets &
Exercises for Trauma, ADHD,
Autism, Anxiety, Depression
& Conduct Disorders

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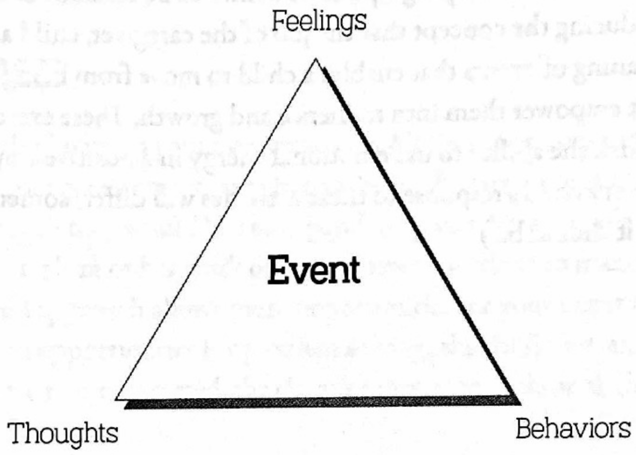
In-session Exercise

Cognitive Behavioral Triangle

This activity will bring awareness of how our thoughts, feelings, and behaviors are connected, and identify how negative events can change our thinking patterns. Identify two positive events and two negative events and complete the spaces below. Discuss this with your therapist; your thoughts about it, your feelings related to it, and how these both may affect your behaviors.



Event	Thoughts	Feelings	Behaviors
Negative			
Negative			
Positive			
Positive			

My Ouch Story

Everyone has a story to tell. When bad things happen, it makes it much harder to tell the story. When bad things happen to us, there is typically a lot of shame, guilt, and embarrassment. This activity provides guidance to achieve the goal of telling your story without the shame, guilt, and embarrassment. To get the story out, so that someone else can hear it and read it. Complete the sentences below with your story. Please use additional pages as needed.

I remember a time when ______________________________

First, ______________________________

Next I remember ______________________________

Then, ______________________________

Last, ______________________________

I remember feeling ______________________________

I would like to feel ______________________________

I need ________________ because ________________

I feel safe when ______________________________

These are the people in my life who support me ______________________________

When I get upset, I can ______________________________

______________________________ to feel safe again.

In-session Exercise

Safety Planning

1. What are your trauma reminders or triggers? (Please circle all that apply)

Being touched
Time of year (When)
Particular time of day (When)
Not having input
Bedroom door open or closed
Being isolated
People in uniform
Yelling/fighting
Being forced to talk
Being around men/women
Seeing others out of control
Specific person (Who)
Anniversaries (What)
People being too close
Other: ______________________

2. Please describe your warning signs; for example, what your body feels when you are losing control, and what other people can see changing? (Please circle all that apply)

Sweating
Red faced
Rocking
Crying
Sleeping less
Breathing hard
Wringing hands
Pacing
Isolating self
Eating less
Racing heart
Loud voice
Eating more
Clenching teeth
Sleeping a lot
Can't sit still
Being agitated
Clenching fists
Bouncing legs Swearing
Nauseous
Short of breath
Other: ______________________

3. What helps you feel or stay safe? (Please circle all that apply)

Writing
TV/movie
Listening to music
Support from peers
Walking
Reading
Video games
Talking with adults
Exercise/sports
Drawing/coloring
Taking a shower
Other: ______________________

4. What helps you stay in control? ____

____

5. What helped you stay in control in the past? ______________________________________

____

6. What kind of space is most comfortable when you need it? ____________________________

____

Memory Cloud Walk

Write down past challenges and how you solved them. Questions to think about: What happened? What did you do? Did anyone help you? Are there any similarities? What did you learn? Has anything changed over time? What does this say about you?

Memory #1:

Solution:

Support:

Memory #2:

Solution:

Support:

Memory #3:

Solution:

Support:

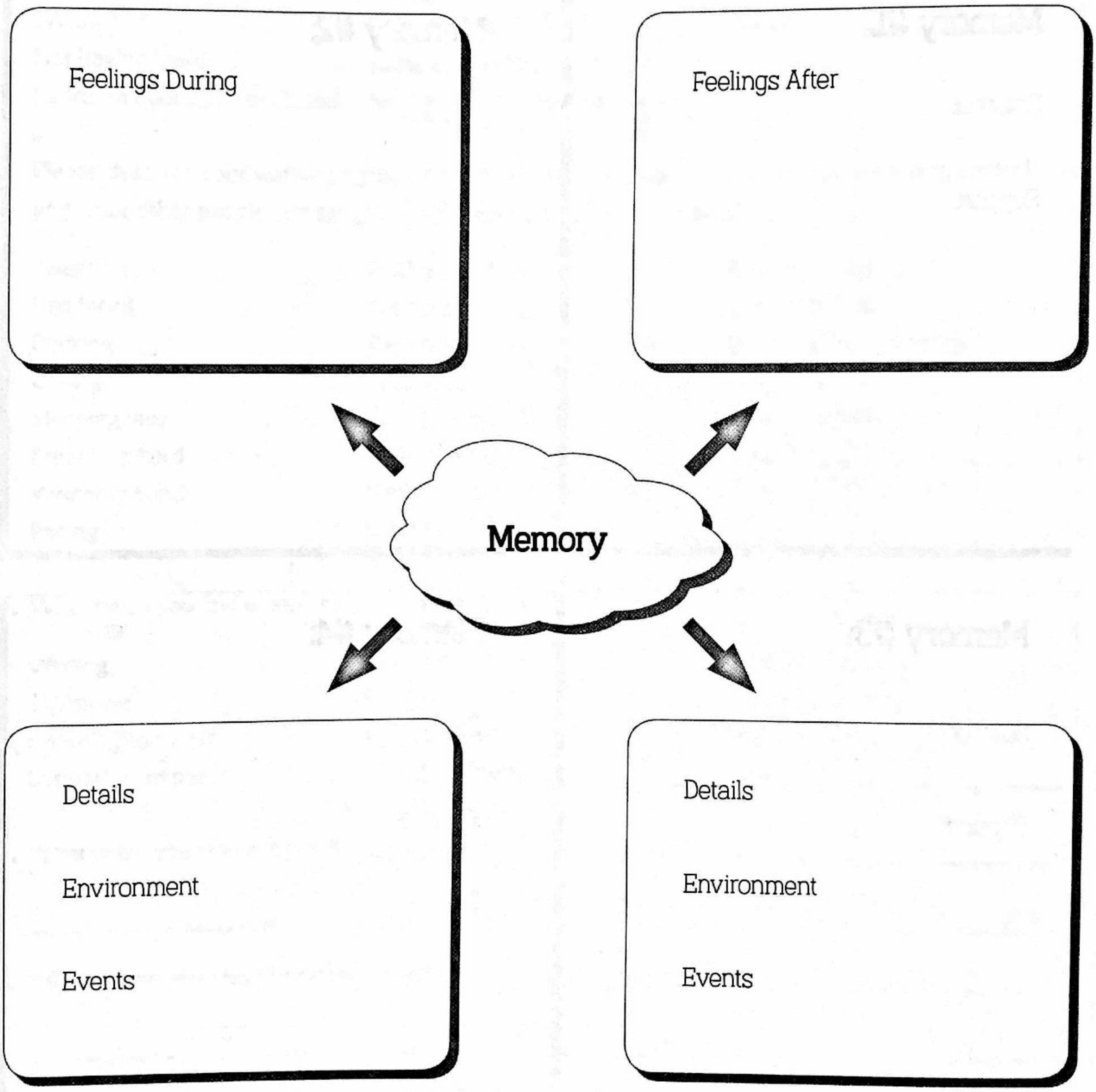
Memory #4:

Solution:

Support:

Memory Land

Memories can be hard but are useful in helping us understand and battle our fears. Sometimes we may tend to ignore things that are painful and other times it may be hard to stop thinking about them. Use the organizer below to recall details of memories so you can identify your feelings and move toward healing.


Feelings During
Feelings After
Memory
Details
Environment
Events
Details
Environment
Events

Caregiver Worksheet

Creating a Schedule

Consistency and structure are very important for children and adolescents, especially when a trauma has occurred. Typically, when a trauma occurs, the person is left feeling out of control. Creating a schedule is a helpful way to increase structure and predictability. Work with your child to create a schedule for daily activities and discuss alternatives to handling changes in routine.

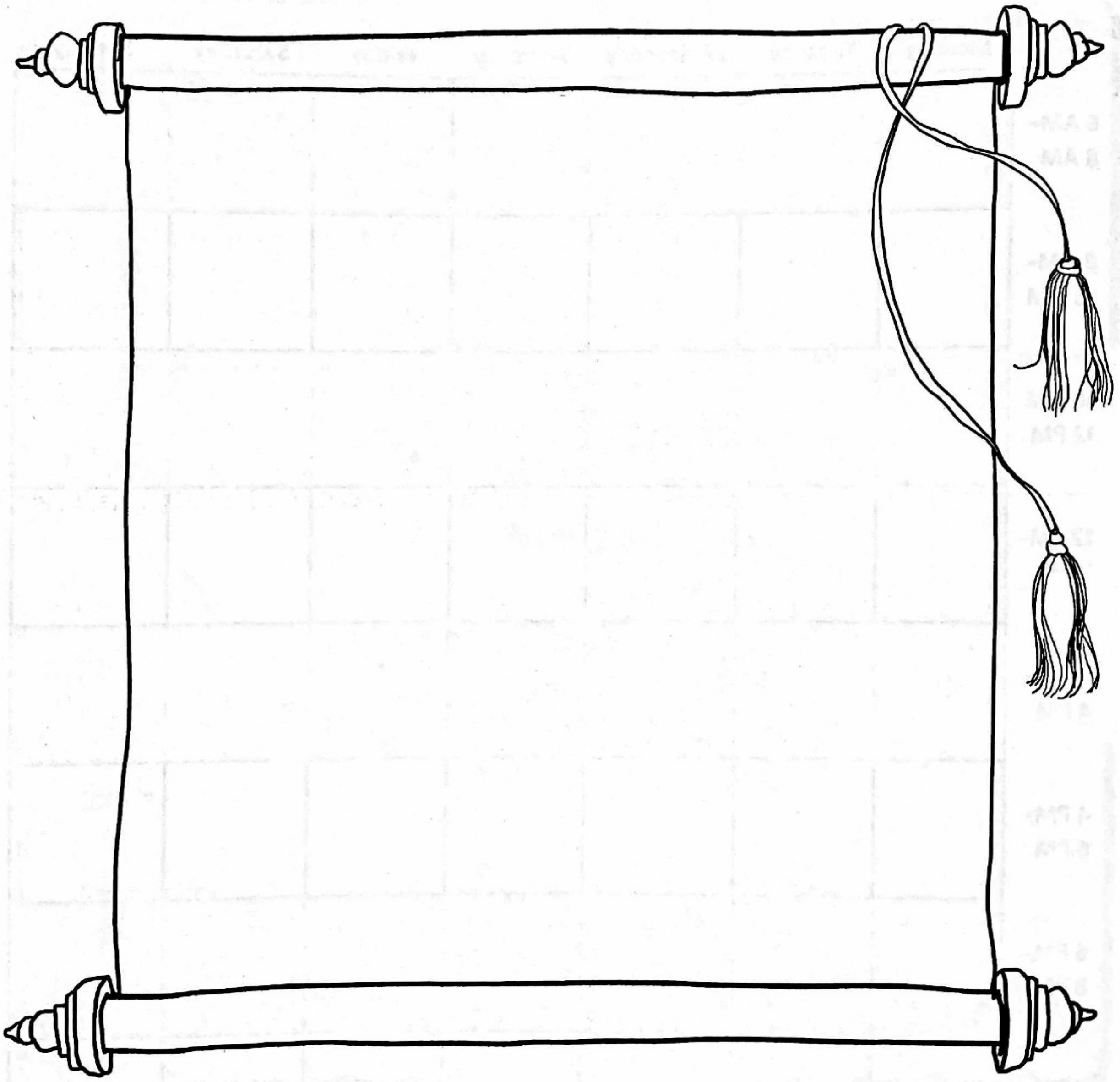
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 AM- 8 AM							
8 AM- 10 AM							
10 AM- 12 PM							
12 PM- 2 PM							
2 PM- 4 PM							
4 PM- 6 PM							
6 PM- 8 PM							
8 PM- 10 PM							

In-session Exercise

Communication Rules

Make copies of the scroll below for both caregiver and child to complete.

Make a list of rules for the other person to keep in mind when communicating or settling disputes. Think of behaviors or phrases that the other person can utilize to help you feel respected and validated. Be specific. Share your list once completed.



Therapist Note: When discussing the list, point out similarities and differences among the rules. How realistic are the requests? If something is not realistic, help client revise to make it more appropriate.

This vs. That

Communication between family members, especially parent and child, can be difficult particularly when dealing with trauma. This vs. That is a guided activity designed to help facilitate communication between the caregiver and child. The caregiver and the child will have an opportunity to reflect on each other's strengths as well as problematic behaviors. The caregiver and child questionnaire on pages 10-13 can be completed by the individual or can be completed as an interview. When both are finished filling out the forms, discuss the similarities and differences in both surveys. Recognize the strengths of both and acknowledge behaviors that need to be changed.

In-session
Exercise

This vs. That

Caregiver Perspective

1. What are some positives you can identify about your child?

____

____

____

2. Why are these positives or things that you like to see?

____

____

____

3. What are the negative behaviors you can identify?

____

____

____

4. Why are these negatives or things that you do not like to see?

____

____

____

5. What is the biggest change that you would like to see as it relates to your child?

____

____

____

6. What are some things that you think you can improve on as a caregiver?

____

____

____

7. What are some things that you think you do well as a caregiver?

____

____

____

____

In-session Exercise

This vs. That

Client Perspective

1. What are some positives that you can identify about your parent/caregiver?

2. Why do you like these things?

3. What are some things that you do not like your parent/caregiver doing?

4. Why don't you like these things?

5. What is the biggest change that you would like to see?

____

____

____

6. What behaviors would you identify as negative within yourself?

____

____

____

____

7. Why do you think these are negative behaviors?

____

____

____

8. What do you think you do well?

____

____

____

Say It Strong

Mirror, mirror on the wall. Saying positive things will help you feel tall. Write statements of praise and encouragement in the mirror below. Recite these phrases daily to help set a positive mindset.

Building a Bridge

Building a Bridge is a three-part activity. Review with the client the instructions listed on each of the following three pages one at a time. Do not move on to the next step until the previous step has been completed. The client should be in agreement as to when an activity or image has reached completion.

After each part is completed, challenge your client to engage in discussion and describe his/her image. Ask the client about the feelings they experience when they view the completed image. You might also invite the client to give each part a title and offer time to journal about the activity and the image created before moving on to the next step. To assist in this process, you will find dialogue questions at the bottom of the page for each of these three parts.

Once completing Part 3, you could expand the exercise by offering for the client and caregiver to collaborate in filling the space under the bridge with "obstacles" from life that seem to create challenges for the client to move through to the other side of healing.

Building a Bridge

Part 1: Present

Draw an image of a landscape in the box below that depicts how your current life feels. Keep in mind current challenges or feelings.

Part 1: How I Feel Right Now

Describe your image. What feelings do you have when you look at this image?

___

___

___

Building a Bridge

Part 1: Present

Draw an image of a landscape in the box below that depicts how your current life feels. Keep in mind current challenges or feelings.

Part 1: How I Feel Right Now

Describe your image. What feelings do you have when you look at this image?

Building a Bridge

Part 2: Future

Draw a landscape image in the box below that depicts how you would like your life to look and feel after you have healed from this trauma.

Part 2: How I Will Feel After Healing

Describe your image. How will you feel, and who or what will help you cope with future challenges?

____

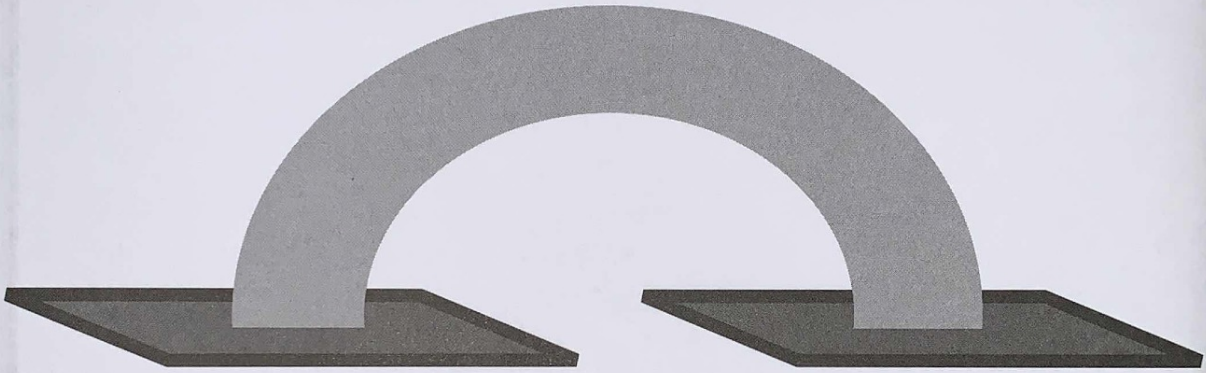
____

____

Building a Bridge

Part 3: Collaboration

Enlist the help of a caregiver or another supportive individual. Work together on building a bridge to connect your two images from Parts 1 and 2. Consider using additional art supplies such as twigs, paper towel tubes, popsicle sticks, pipe cleaners, twisted or crumbled sheets of paper, or other found materials. Be as creative as you would like.



Describe your decision-making skills in designing and building this bridge. What was it like to work together on this project? How did you offer each other support? Do you think this bridge is sturdy? Discuss or draw possible obstacles toward healing under the bridge. Discuss the ways your caregiver and other supports in your life will help support the "bridge" during the healing process.

Moods and Relationships

Think of a relationship that is important to you or one that you would like to work on making better. Explore how your mood and behaviors are preventing you from being the person you would like to be in this relationship. Describe how you would like to contribute to this relationship.

The Relationship

How Your Mood and Behaviors Get in the Way

Why is this relationship significant to you?

How has your mood prevented you from contributing to this relationship the way you would like?

How does the other person respond to your mood and behaviors?

Describe the contributions you would like to make to this relationship.

The Way You Would Like it to Be

Relationship Balance

To begin this exercise, you will need to make two copies of the following page. One copy will be for the caregiver to complete and the other will be for the client. Review the instructions on the page with the client and caregiver. Once the exercise is completed, invite each person to share his or her completed exercise. Then, begin a dialogue to explore each person's observations. After your group discussion, consider offering the client and caregiver an opportunity to journal about their observations and their thoughts about moving forward.

Follow-Up Questions

- What observations were made about each list?
- What similarities and differences can be found?
- What efforts would help each side of the relationship feel balanced?
- How realistic are those expectations?
- What efforts could be made today to reach a better balance?

In-session Exercise

Relationship Balance

In the shaded box below, list what the OTHER person offers to this relationship. For example, if you are the caregiver, you would list in this box what your child offers to your relationship.

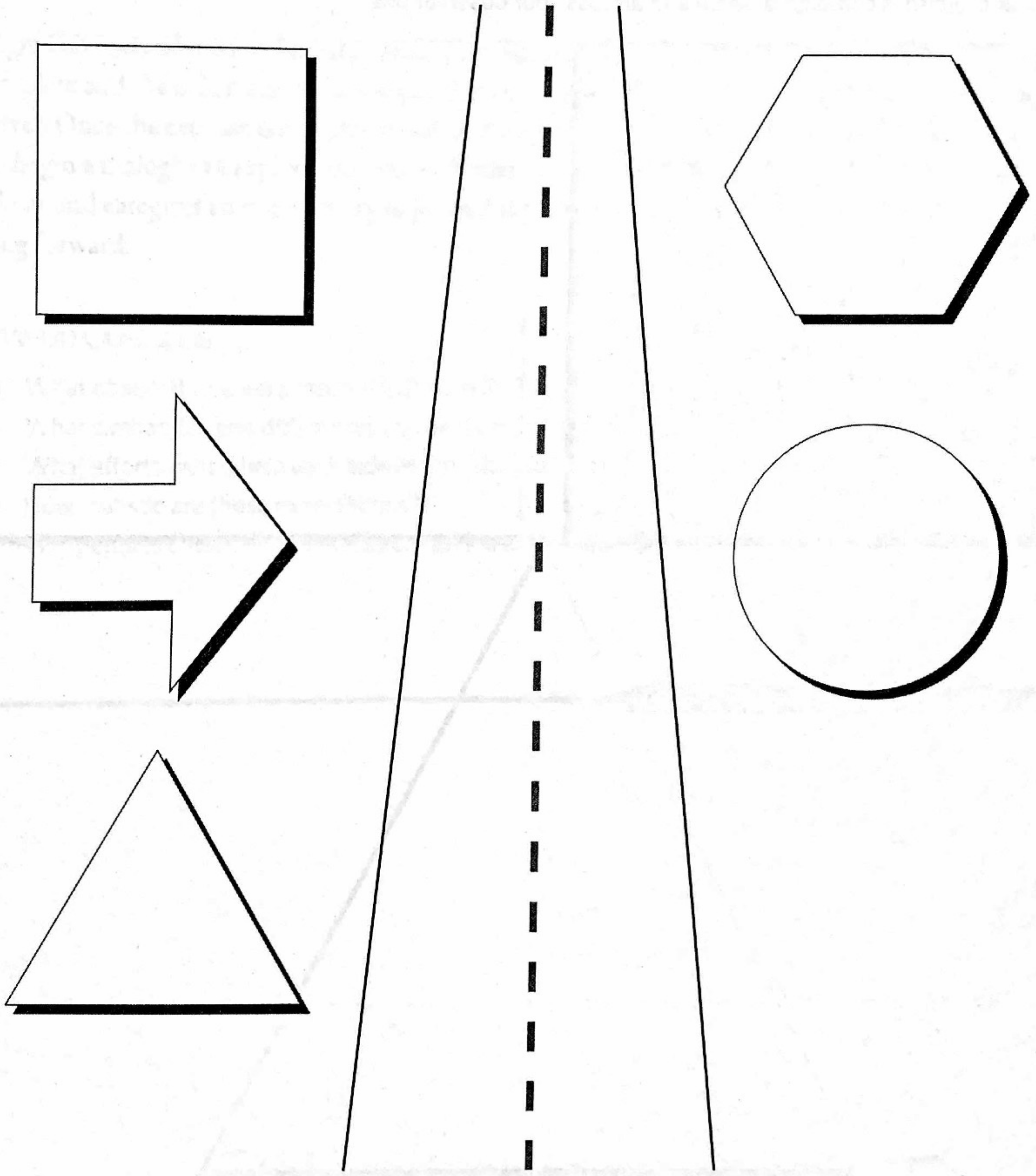
In the white box, list what YOU offer to this relationship.

Think about whether or not you feel this relationship is balanced. If not, use the triangle below to list what efforts could be made to help achieve a better balance in this relationship.

Once your exercise is completed, share and discuss your observations.

Relationship Roadblocks

Think of your relationships as a journey. What roadblocks are standing in the way of building healthy relationships? Depict these as bumps, detours, or other obstructions. Draw or write their names in the symbols below. Think about how these issues can be resolved or prevented. What actions can you take right now?



What Do You See?

When bad things happen to us, we tend to blame ourselves. This activity helps deconstruct negative self-views and promote positive thoughts. Fold the paper in half on the dotted line. Draw a picture of how others see you. Then draw a picture of how you see yourself. Open the paper and compare the two drawings.

How Others See You

What qualities and traits would others say you possess? How do you feel about this image of yourself? How accurate is their view of you? What would you like to change about their perception of you?

How You See Yourself

What qualities and traits do you possess? How do you feel about this image of yourself?
What would you like to change about your perception of yourself?
What differences do you notice between these two drawings and their titles?

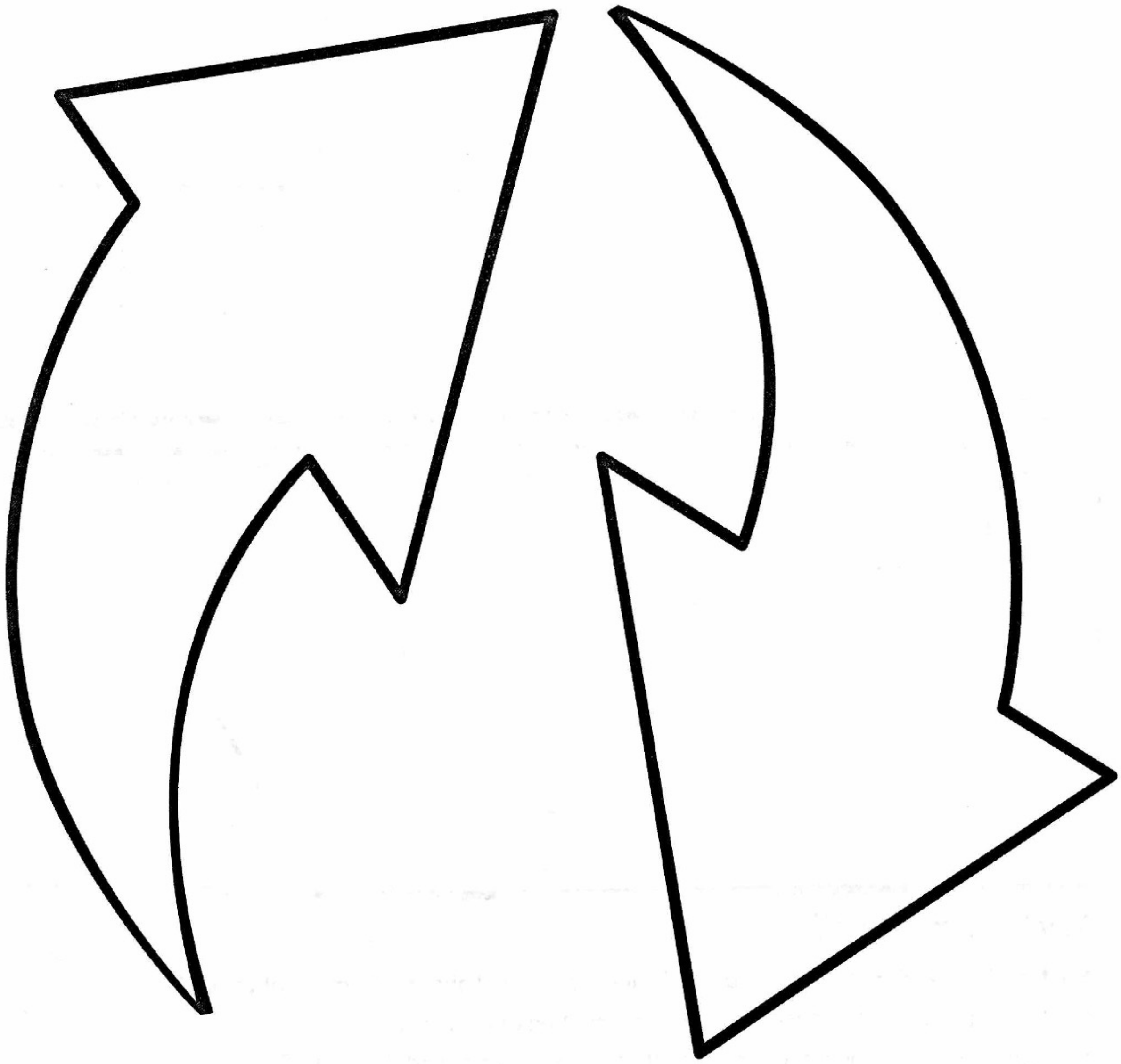
In-session
Exercise

Cycles of Relationships

Therapist note: Give a copy of this worksheet to both the child and caregiver to complete separately.

Think of a hurdle in your relationship together. In the arrow on the left, list your behaviors. In the arrow on the right, list the other person's responses/behaviors. Notice how one response or behavior might lead to the other and cause a repeating pattern. In the space in the middle, list how this cycle could be stopped from repeating. When finished, share and compare each cycle drawing.

What similarities and differences can be found? What efforts would help each of you to feel heard and validated? What efforts could you each make today to best support each other?



Triggers and Shields

To begin this exercise, review the instructions on the following page with the client. Consider making as many copies of this page as needed to address each trigger individually.

The client might experience challenges in identifying "triggers." If you encounter this issue, engage the client in dialogue about what events or experiences seem to occur just before a particular trigger feeling/behavior.

If the client experiences challenges in developing a "shield," engage him/her in discussion to explore how to prevent escalation and negative self-talk.

After the client has completed the exercise, engage in continued discussion about the identified triggers and shields that were created. Consider offering the client an opportunity to journal about this experience and his/her observations. Use the following questions to assist your dialogue and journaling:

- What positive outcomes can occur when you use your shield – to include thoughts, feelings, and interactions with others?
- What would your shield be made out of?
- What protective qualities would it possess?
- Where would you like to carry or use this shield?
- What would it feel like after you use your shield for protection?

Triggers and Shields

In the box on the left, draw or write triggers experienced at home or school. Next, imagine if you could use a shield to protect yourself from these feelings and draw or write your shields in the box on the right.

TRIGGERS

SHIELD

Power Poster Part 1

The following exercise is a two part exercise. It will be a collaborative effort between the client and caregiver. In Power Poster Part 1, instruct the pair to work together in making a poster to depict and label the child's positive attributes. You might consider using larger paper if needed. Once the activity is completed, invite the client and caregiver to present their poster. Begin dialogue about what they chose to depict. Ask them to identify and explain the strengths and attributes that were depicted.

Follow Up: What strengths and positive attributes have been identified?
How could the child use these strengths when experiencing anxiety or difficulties?

Power Poster Part 2

In Power Poster Part 2, instruct the client and caregiver to list the positive attributes from the poster onto this new worksheet. Then, list a positive behavior that is associated with each attribute. This worksheet will then be used as a behavior chart to measure how often the child engages in the positive behaviors listed. Make as many of these sheets as needed to measure progress for each day.

Discuss examples of the child's behaviors that relate to their positive attributes.

- When could the child engage in these positive behaviors?
- Could these positive behaviors be used to help others?
- Could they be used to help the child when they are feeling low?

Complete periodic check-ins (and enlist the help of caregiver) to measure the child's progress in regularly engaging in these behaviors.

In-session Exercise

Power Poster

(Part 1)

Work together with your caregiver to create a Power Poster to depict and label positive attributes that you possess. Give your poster a title.

Power Poster

(Part 2)

Power Poster Positive Attribute (e.g., Thoughtful)	**Behavior** (e.g., Do a kind deed for a friend or family member.)	☺

My Positive Thought Journal

When you have a negative thought, write it down. Then change it to a positive thought.

Positive thought examples:

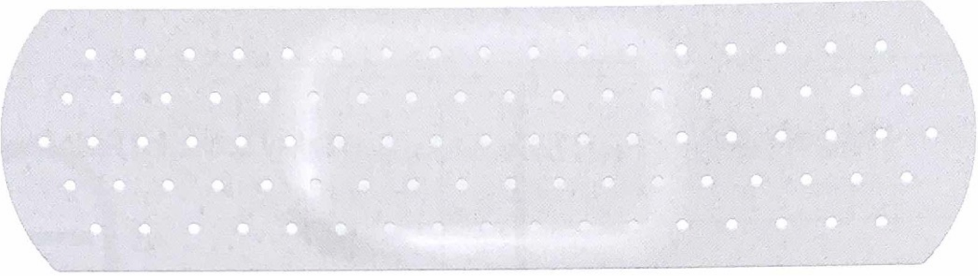
- I am good at ...
- I have family who support me ...
- I like ...

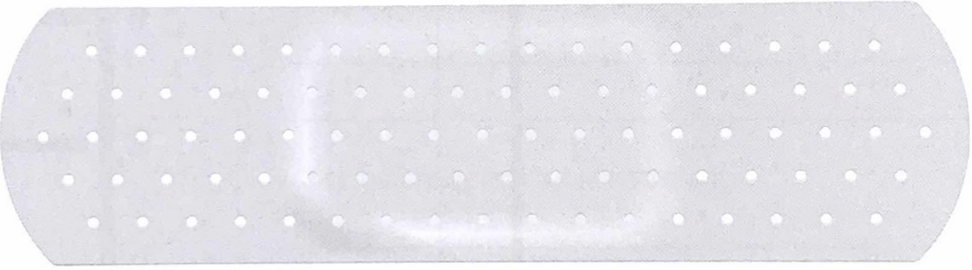
Day	Negative Thought	Positive Thought
Sunday	*Example:* Something bad will happen.	*Example:* I am looking forward to ...

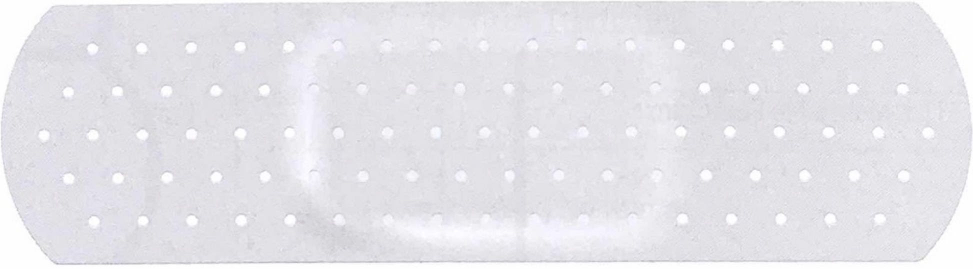
In-session
Exercise

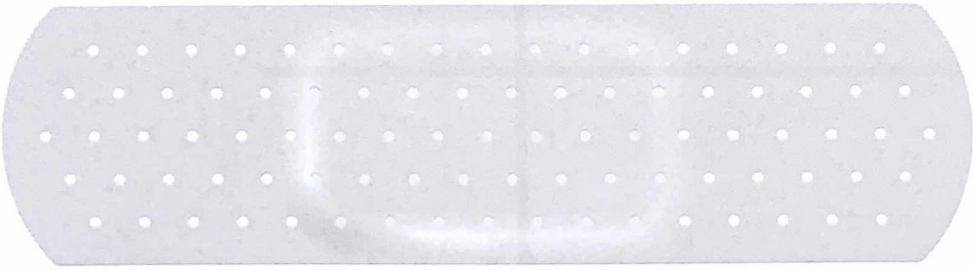
Boo Boos and Bandages

Draw your sad feelings or thoughts on a separate piece of paper. These feelings will represent your boo boos. Write or draw healing messages on the bandages below. Cut out the bandages and paste or tape them over the boo boos.









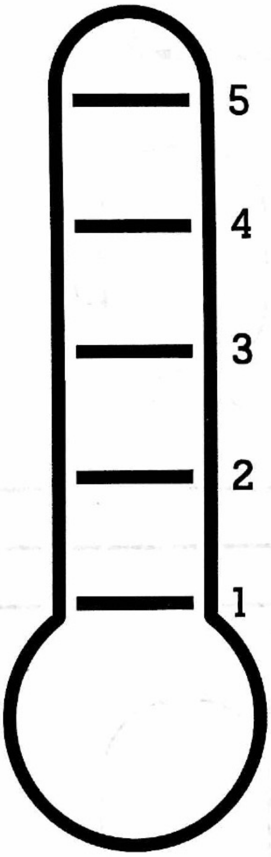
Coping Skills

When you experience or are exposed to traumatic events often need to be reminded of those who support them, how to calm down, and where they feel safe. Coping cue cards can be tailored to meet the individual needs of the child. These small cards can be kept in your pocket or journal and easily accessed.

Who Loves Me?	Safety Looks and Feels Like:
This Makes Me Feel Calm:	I Enjoy:

Thermometer

The thermometer is a helpful symbol for you to express which situations cause the most tension. Give an example for each of the following numbers on the thermometer and select a color to represent how it feels.



5 I feel overwhelmed. I want to get out of here!

4 I feel very uncomfortable. I need help.

3 I feel challenged but I can make it.

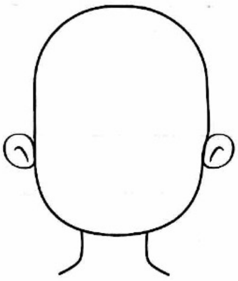
2 I feel comfortable. I can do this.

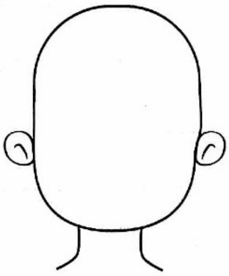
1 I feel very relaxed. No worries.

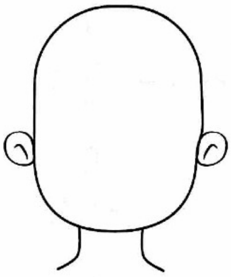
Feeling Faces

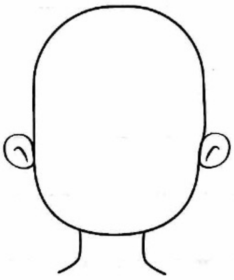
Look in a mirror. What feeling faces can you make? Draw some of those feeling faces below (e.g., happy, mad, sad, angry, surprised) and label them. After you've drawn your feeling faces, answer the following questions. When do you feel this way? How do you act and what do you say when you feel this?

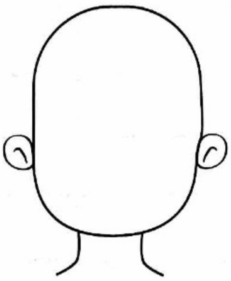
Examples: Happy, Sad, Surprised, Afraid, Worried, Tired, Melancholy, Mad, Calm, Content, Frustrated, Indifferent, Scared, Upset, Excited

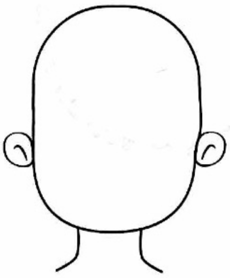












In-session Exercise

Feeling Pie

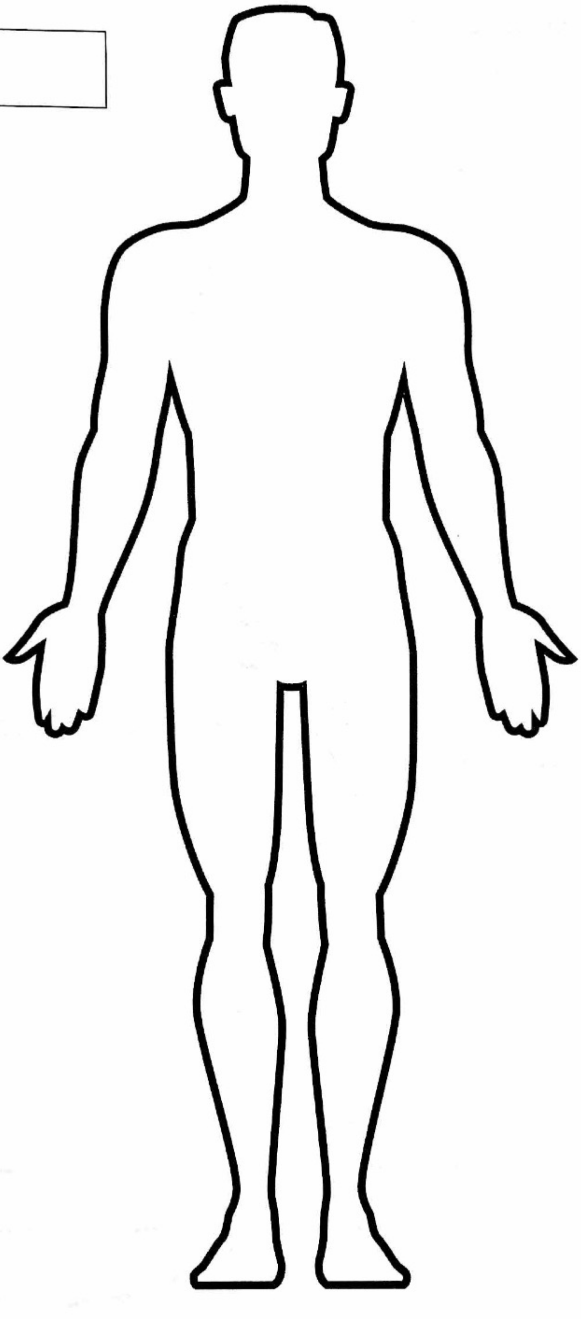
A pie chart can help you visualize how you feel in different situations. The circle represents you. Color a slice of pie to represent how much of each feeling you are experiencing before your session and then after your session. What emotions do you feel before your sessions? Which emotion is the largest piece of the pie (e.g., happy, worried, sad, angry, etc.)? What emotion do you feel the most at the end of a session? Make that emotion your larger piece of the pie.

Before the Session

After the Session

Comfort Levels

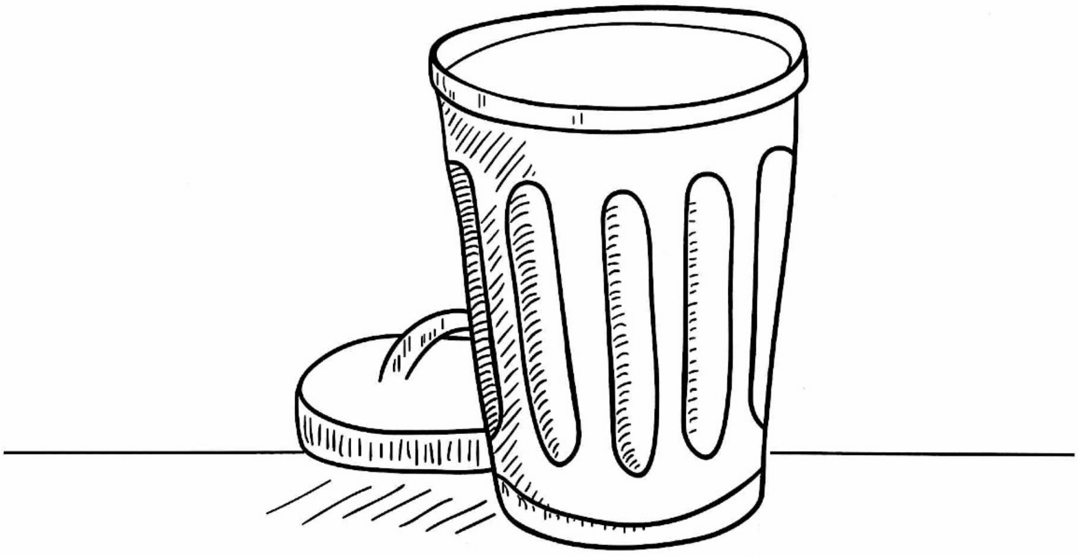
Think of a comforting/soothing feeling. Write that feeling in the box to the left of the figure below. Then decide where in your body you experience that feeling. Use colors, shapes, and/or imagery inside the figure to show how that feeling feels inside your body.



In-session Exercise

Cleaning Up Negative Thoughts

1. Write down a negative or long-lasting thought that is bothering you.
2. Crumple up the paper.
3. Say something positive to yourself.
4. Imagine throwing the negative thought into the trash can picture to relieve yourself of it.



TRASH CAN

In-session
Exercise

Grounding Exercises

Individuals who experience traumatic events or traumatic stress may experience triggers when they are outside of therapy or away from home. It is important for children to practice grounding techniques to help them calm themselves, refocus attention to the present, and regain a feeling of safety.

Following are a few examples of quick grounding exercises to practice in the session. These can be written on a card and kept in the client's pocket.

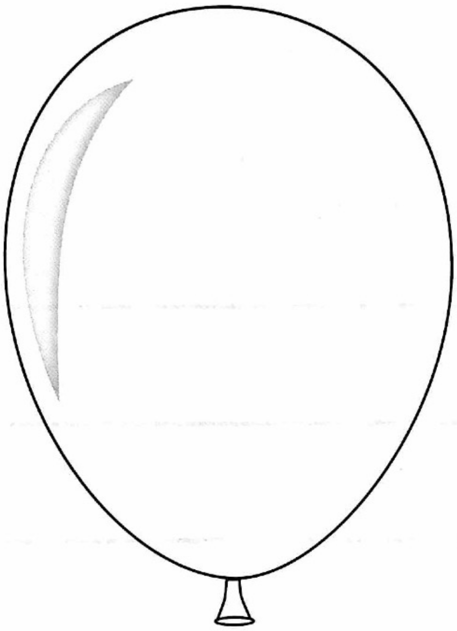
Example 1:
5, 4, 3, 2, 1
Think of five things you can see, four things you can touch, three things you can hear, two things you can smell, one thing you can taste.

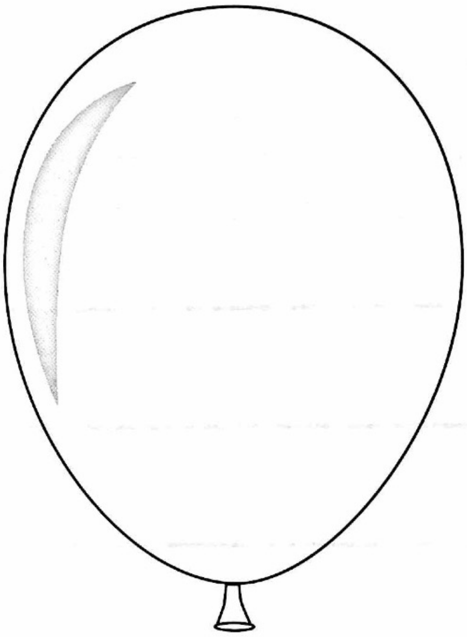
Example 2:
Positive Coping Mantra
"I am safe. I am [name]. I am safe right now; this is just a memory. That was then, and this is now. I am in [place], and the date is [date]. This flashback will pass."

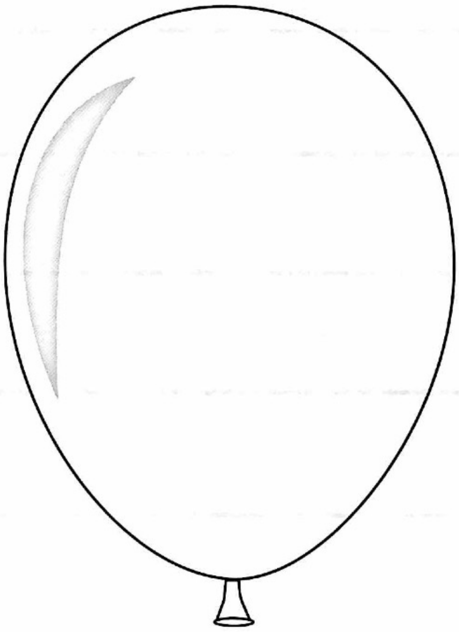
In-session Exercise

Balloon Breathing

When we are faced with upsetting thoughts or memories, controlled breathing can help calm our bodies and let us become mindful of our actions. To practice deep breathing, have the child breathe in. When they breathe out, have them pretend that they are blowing up a balloon. To help them control their breath, have them color the following balloons as they breathe out.







Caregiver Worksheet

Calm Images

Materials: Paper, paint/crayons/markers, paintbrush.

Have the child think about colors and how each one can elicit a reaction. (Keep in mind that not everyone has the same reaction to specific colors.) Have the child choose colors that feel calming/soothing to them and create a picture on a separate piece of paper with those colors to represent the feeling of relaxation.

When the child completes the activity:

- Ask them to describe their image and why it feels relaxing.
- Discuss what activities they do in day-to-day life to elicit relaxation.
- Talk about how they can incorporate more opportunities to relax during their day.

Caregiver
Worksheet

Calm Down Plan

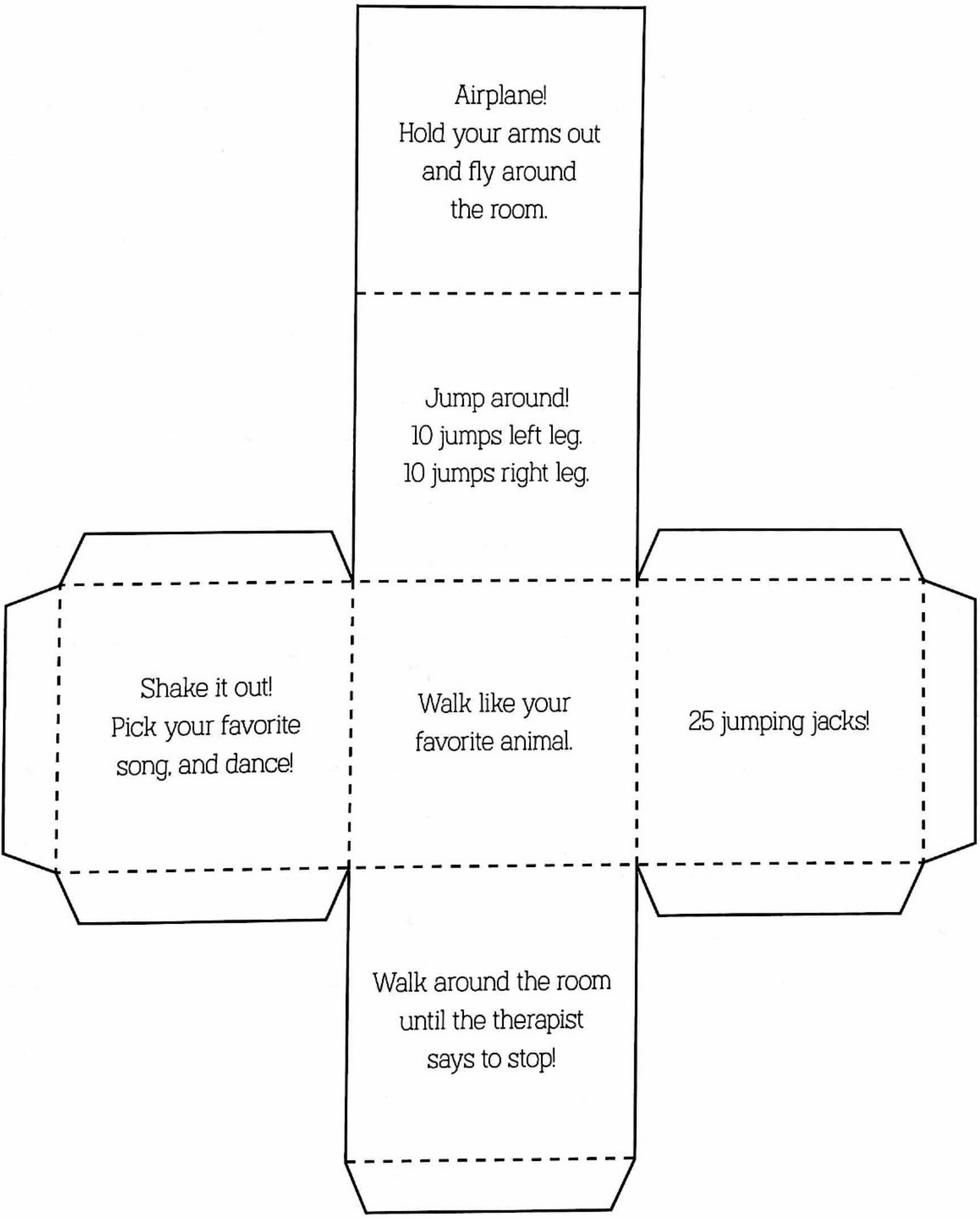
This activity will help the child develop a quick visual reminder of how to settle down when faced with triggers. Have the child brainstorm preferred strategies and create a small illustration or use a color to help calm themselves. Following is an example of a four-step process.

Example:	Create Your Own:
Calm Down Plan	**Calm Down Plan**
1. Sit down	**1.**
2. Close eyes	**2.**
3. Take 5 deep breaths	**3.**
4. Get back to work	**4.**

In-session Exercise

Roll a Brain Break!

Encourage "brain breaks" during your session. Cut out the outline and fold and tape it to create a break cube. Have the client roll the cube and perform the task that they roll to help them refocus and connect with therapy.



Airplane!
Hold your arms out
and fly around
the room.

Jump around!
10 jumps left leg.
10 jumps right leg.

Shake it out!
Pick your favorite
song, and dance!

Walk like your
favorite animal.

25 jumping jacks!

Walk around the room
until the therapist
says to stop!

Mind and Body Wellness Plan

Date: ____________

MIND:
What are you going
to do this week to create a
healthy mind?

____
____
____
____
____
____

BODY:
What are you going
to do this week to create a
healthy body?

____
____
____
____
____
____

Personal goal for this week: ______________________________

Triggers to avoid: ______________________________

Coping skills to use: ______________________________

End-of-the-week review. Please rate each of the following from 1 (not successful) to 5 (very successful):

Working toward my personal goal	**1**	**2**	**3**	**4**	**5**
Avoiding triggers	**1**	**2**	**3**	**4**	**5**
Using coping skills	**1**	**2**	**3**	**4**	**5**
Bettering my mind and body	**1**	**2**	**3**	**4**	**5**

Connecting the Body with Emotions

Connecting the Body with Emotions worksheet is designed to help the client connect their physical actions and reactions with emotions. Have the client describe a memory or situation that was upsetting. Then have the client color in the body next to it using a color that indicates how and what their body feels when it's in "fight or flight" mode.

Next, ask the client to describe a physical activity(s) that would help them release the tension from the upsetting memories. (For example: I feel anger in my face and want to yell, so I could scream into my pillow.) Have them color the second body picture to indicate how their body feels when engaged in the positive physical activity.

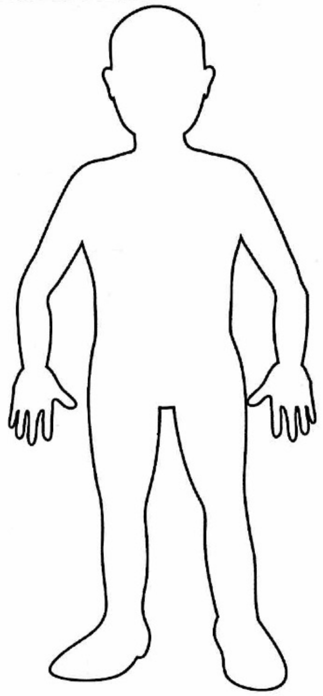
In-session Exercise

Connecting the Body with Emotions

Negative

Thoughts/Feelings:

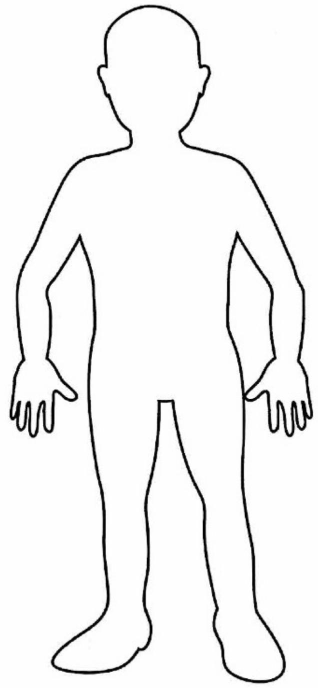
Emotions Experienced:



Positive

Physical Activity:

Emotions Experienced:



Exercise Diary

Exercise can help improve well-being. Keep track of the times you exercised and how you felt before and after. Example: Were you having a stressful day? Were you able to think more clearly after walking for 30 minutes?

Date	How Did You Feel Before?	Type of Exercise & Duration	How Did You Feel After?

SECTION

2

Attention Deficit Hyperactivity Disorder

Activities in this chapter help to define symptoms and understand the impact on daily living. The activities are organized by the skills needed to mitigate and control the impact of symptomatology on social and academic performance. Developing a better understanding of symptoms will help facilitate client awareness of how thoughts and actions are connected. Relationships coaching activities focus on developing appropriate social boundaries, understanding expectations and engaging in socially-appropriate behaviors. Competency-based activities concentrate on adaptive and executive functioning such as estimating time, self-regulation, and understanding the impact of their actions. Brain-based interventions conclude the chapter providing activities that integrate healthy habits, using positive imagery, and using physical movement to help reduce symptoms.

Examining Inattention

What Does Inattention Look Like?

What does being inattentive mean to you? Describe what inattention looks like in each of the following settings. Are there places where you are more focused? Are there places where you are more inattentive?

HOME	SCHOOL	COMMUNITY

How Does Inattention Impact Me?

How does being inattentive impact you in each of these settings? When does being inattentive impact your performance the most? What are the negative and positive consequences of being impulsive?

HOME	SCHOOL	COMMUNITY

Distraction "To Do" List

While working do you have difficulty blocking out invading thoughts? When the off-task thoughts occur, do you become distracted and have a hard time getting back to the task at hand? When you have an invading thought write it down, and then address it after your work is complete.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

Review the list with your caregiver. Which of these thoughts are important and need to be addressed immediately? Which thoughts can be ignored or put off for now?

Caregiver Worksheet

Times of Inattention

Write down a schedule of a typical day for your child. You can make extra copies of this schedule to reflect weekend versus school days. Identify which times of day your child has the most trouble with attention and focus and make a note next to the activities they do at those times.

Time of Day	Activity	Consequences

Examining Impulsivity

What Does Impulsivity Look Like?

What does impulsivity mean to you? Describe what impulsive behaviors might look like in each of the following settings. When are you more in control? When do you feel less in control?

HOME	SCHOOL	COMMUNITY

How Does Impulsivity Impact Me?

How does acting impulsively impact me in each of these settings? When does impulsivity impact performance the most? What are the negative and positive consequences of being impulsive?

HOME	SCHOOL	COMMUNITY

Internal vs. External Distractions

Throughout the day, we are presented with tons of distractions (e.g., noises, thoughts, others talking). It is important to recognize what types of distractions are experienced throughout the day. List the distractions that occur inside your body and outside your body.

Internal Distractions (Inside Me)	External Distractions (Outside Me)

Back on Track! Coping with Distractions

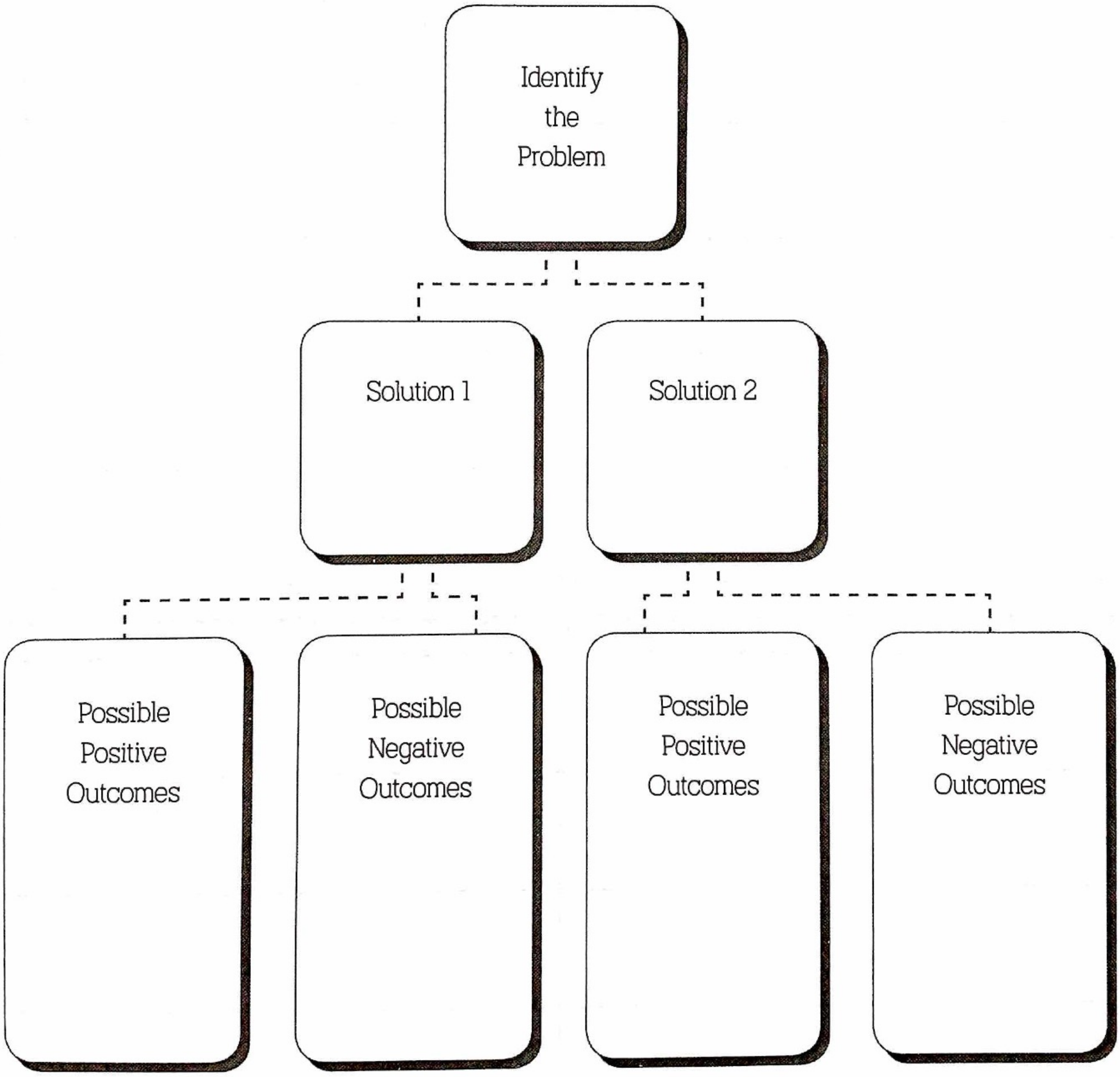
Look back at your *Internal vs. External Distractions* worksheet. What coping skills can you use when the distractions occur?

Internal Distractor	Coping Skills

External Distractor	Coping Skills

Finding a Solution

There are often several ways to solve a problem. Identify a current problem and brainstorm two solutions. What are the potential positive and negative outcomes of each solution? Below the chart, indicate the best solution to your problem and why it works.


Identify the Problem
Solution 1
Solution 2
Possible Positive Outcomes
Possible Negative Outcomes
Possible Positive Outcomes
Possible Negative Outcomes

Best Solution: ______________________________

____

____

Thinking About My Warning Signs

How do you feel about and what do you think about your individual warning signs? What do others feel and think about them?

My Warning Signs *(e.g., fidgety, off task, talkative, daydreaming, overwhelmed, quiet, stressed)*	**What I Think/ Feel About Them**	**What Others Think/ Feel About Them**

In-session Exercise

Reframing Thoughts

Cognitive distortions (e.g., "I'm not good enough," "I'm a failure") can impact our daily functioning. Work with the client and/or caregiver to identify a negative thought. Discuss how changing the thought will positively impact future thinking, feeling, and behavior?

Negative Thought to Change:

Positive Reframing Thought:

Positive Outcomes – Thoughts:

Positive Outcomes – Feelings:

Positive Outcomes – Behaviors:

Caregiver Worksheet

Family Rules

You and the child should identify one to three rules that need to be followed at home. Make sure the rules are worded so that the child fully understands expectations. With each rule identify the daily or weekly reward for complying (e.g., stickers, snack, activity time, game night, etc.). Also, discuss the consequences for not following the rule (e.g., time out, reduced activity time, additional chores, etc.).

Family Rule	Reward	Consequence
1.		
2.		
3.		

Caregiver Worksheet

End on a Good Note

Throughout the day, look for positive behaviors from the child and make note of them here. You may point out these positive behaviors and offer praise as they are noticed throughout the day. At the end of the day, you and the child will review the list. Repeat this activity for as many days as necessary.

What are the identified positive behaviors? Do you need assistance looking for and identifying positive behaviors? Ask for the child's feedback regarding feelings on being praised for specific behaviors and how it feels to review all of the praises from the day.

In-session Exercise

All or Nothing and Everything in Between

Below, write down the client's strengths and weaknesses. Then define a recent problem they have experienced (e.g., studying for tests, making friends, calling out in class). How can they use a specific strength to help improve a weakness? Complete the task below.

Example:

Problem: John has difficulty studying for tests. When he studies, he reads the information but can not remember it well. He says that he is just bad at taking tests.

Strength:	Creating songs
Weakness:	Remembering facts for an exam
Using Strength to Compensate:	Make a song to remember material for test

Problem:

Strength:

Weakness:

Using Strength to Compensate:

Say It or Swallow It

Just because we think it, that doesn't mean we should say it. Review the following questions and decide if you should say it or swallow it!

	Say It	Swallow It
I like how you did your hair today.		
Why are you wearing those glasses?		
Why are your teeth crooked?		
I like your other shoes better.		
Want to play a game with me?		
Can you help me with my work?		
I like the color of your shirt.		
Add your own:		

Being a Good Friend

Actions speak louder than words. What do our actions say to our friends? Review the list that follows and decide whether or not each action goes with being a good friend.

Using praise
Invading space
Making noises
Using a quiet voice
Grabbing
Giving a thumps up
Saying "Excuse me"
Being patient
Interrupting
Using a loud voice
Waiting your turn
Tapping someone's shoulder repeatedly
Yelling
Listening
Smiling

Good Friend	Not a Good Friend

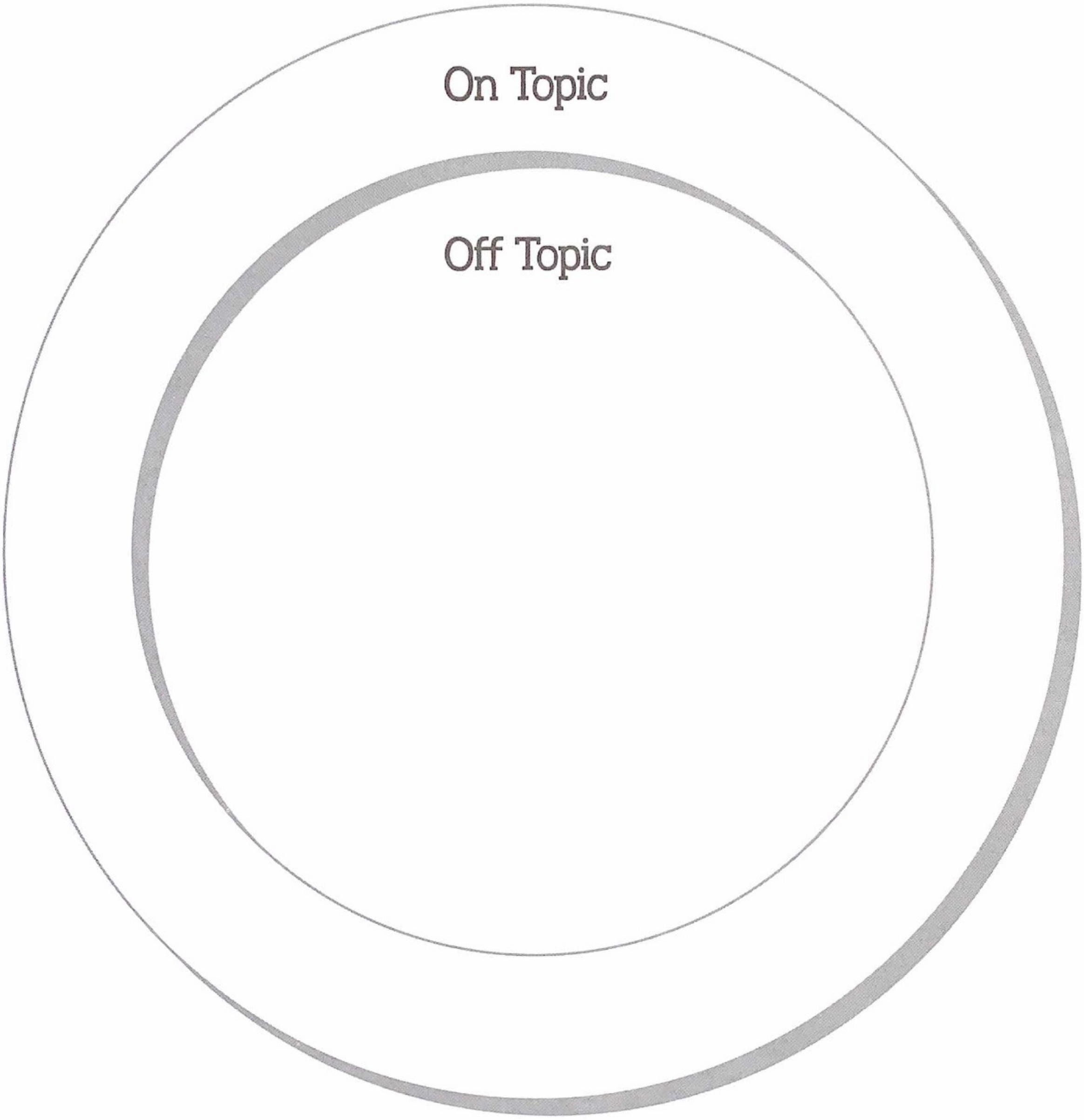
Staying on Topic

Practice staying on topic. It is important to keep the topic in mind when having a conversation with others. Use the visual aid on the following page to practice staying on topic during your session. Cut out the arrow and practice having a conversation with a selected topic. Allow the client to decide if the comments made were “On Topic” or “Off Topic” and place the arrow where it belongs on the circle.

You should guide the conversation and interject off-topic comments and see if the client is able to identify them. After giving an off-topic comment, provide an on-topic comment to model expected skills. Discuss ways to stay on topic when talking with teachers, family or friends. The visual aid can be given to the caregiver to practice conversation skills at home.

In-session Exercise

Staying on Topic


On Topic
Off Topic

Boundaries

It is important to understand personal boundaries and safety when talking to others. This activity highlights topics of conversation that are appropriate with each type of person and topics of conversation that are not appropriate.

	Things I Can Talk About	Things I Shouldn't Talk About
Family members		
Friends		
Teachers, other people who work at my school		
Community members (e.g., minister, coach, doctor, nurse)		
Authority figures (e.g., police officer, security guard)		
Strangers (e.g., met in person, met over the internet)		

How Big Is My Problem?

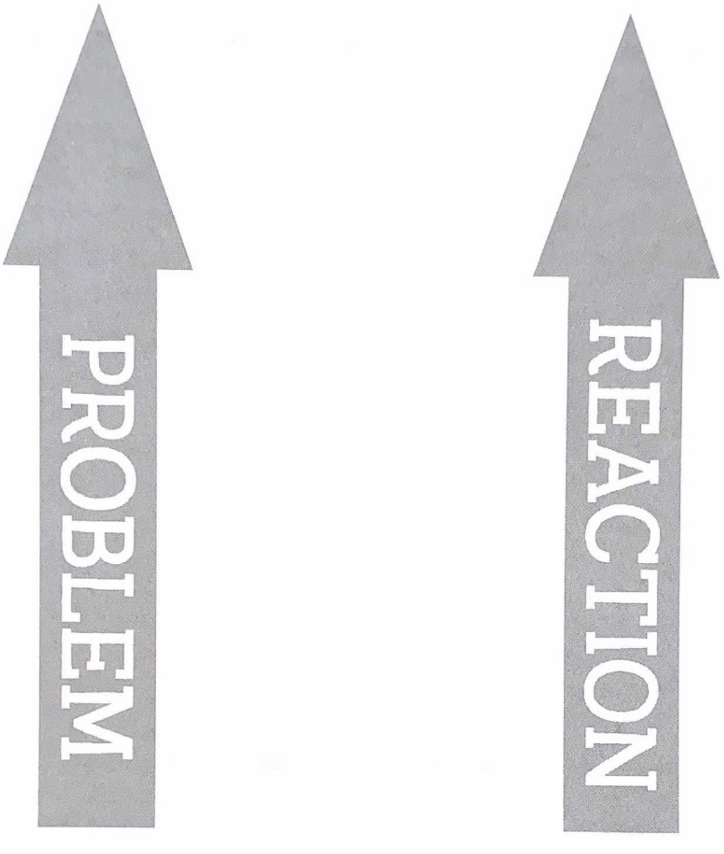
When problems occur at home or in school they can feel earth shattering. However, rarely are problems as bad as they seem. In moments of panic, it may be difficult for the client to put a problem into perspective. This activity helps clients create an anchor chart, in their own words, to help judge the severity of the problem and how to solve the problem. During the session, work with the client to brainstorm examples of minor, medium and major problems. Also allow the client to list a course of action for each level of problem. If needed, prompt clients with questions like; How can you solve this level of problem? Or: When do you need to seek assistance from others? This activity can be used in ongoing sessions and outside of the therapy to address real-life problems as they occur.

Major Problem! I Need Help!

Medium Problem

Small Problem

Does My Reaction Match My Problem?



Rate Your Problem: 1 (small)–10 (major) ______________________

____

Describe Your Problem: ______________________

____

Rate Your Reaction: 1 (small)–10 (major) ______________________

____

Describe Your Reaction: ______________________

____

Does Your Reaction Match Your Problem? ______________________

____

Estimating Time

Time management is an important skill, particularly for children with attention deficits. This activity aims at helping children become more mindful of time. Have the child estimate the amount of time needed to complete the tasks below. Then, have the child complete the task and record the actual time. Discuss the child's accuracy in determining the amount of time needed to complete each task. Modify as needed or add additional activities to meet the needs of your child.

Materials Needed: Stopwatch.

Activity	Estimated Time to Complete Activity	Actual Time to Complete Activity
25 jumping jacks		
Walk around the room 2 times		
Say the alphabet (forward or backwards)		
Touch your shoulders then toes 10 times		
Walk to the nearest door and back to your seat 3 times		

In-session Exercise

Goal Setting Worksheet

Goal: What do I want to accomplish?

1. What is a reasonable amount of time to accomplish my goal?

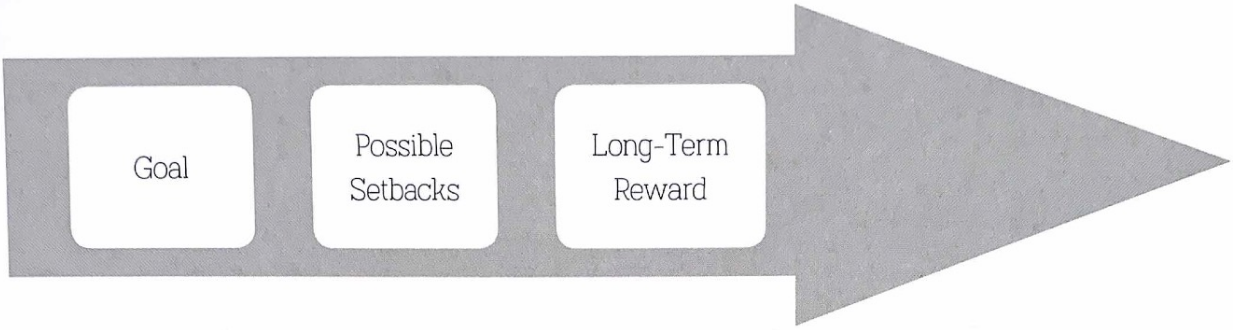
2. What resources do I need to accomplish my goal? (e.g., parent support, therapist support, money, materials, training)

3. What steps do I need to take to accomplish my goal?

	Est. Time Required	Completed
Step 1:	______	☐
Step 2:	______	☐
Step 3:	______	☐
Step 4:	______	☐
Step 5:	______	☐

In-session Exercise

Visualization of Distant Rewards


Goal
Possible Setbacks
Long-Term Reward

What is your long-term goal?

What steps need to be taken?

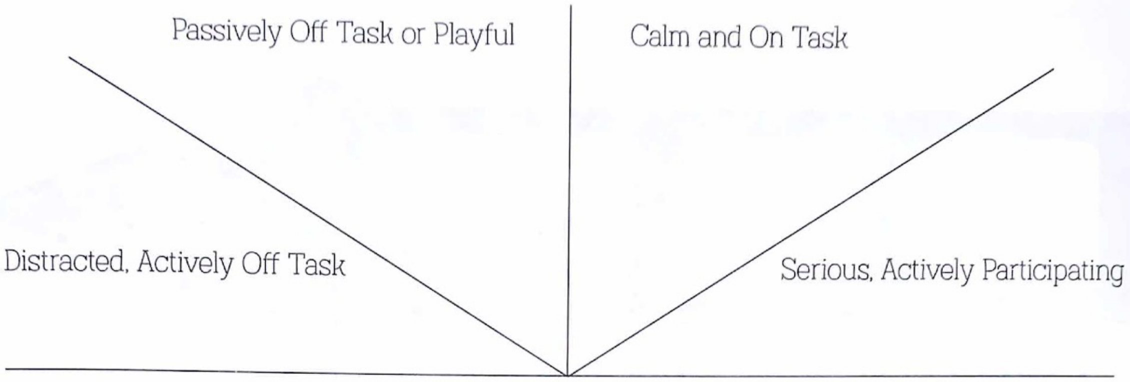
What setbacks may occur (e.g., mental, physical)?

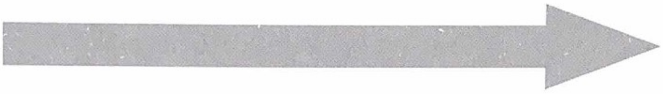
What support do you need to be successful?

What are the long-term rewards?

In-session
Exercise

Attention Regulator


Passively Off Task or Playful
Calm and On Task
Distracted, Actively Off Task
Serious, Actively Participating



Cut out the arrow and attach it to the attention regulator to help the client recognize their behavior. The regulator can be used in future sessions as a visual reminder of expected behavior.

Describe what each attention state looks like and sounds like.

1. Serious, Actively Participating

   Looks Like: ______________________________

   Sounds Like: ______________________________

2. Calm and On Task

   Looks Like: ______________________________

   Sounds Like: ______________________________

3. Passively Off Task or Playful

   Looks Like: ______________________________

   Sounds Like: ______________________________

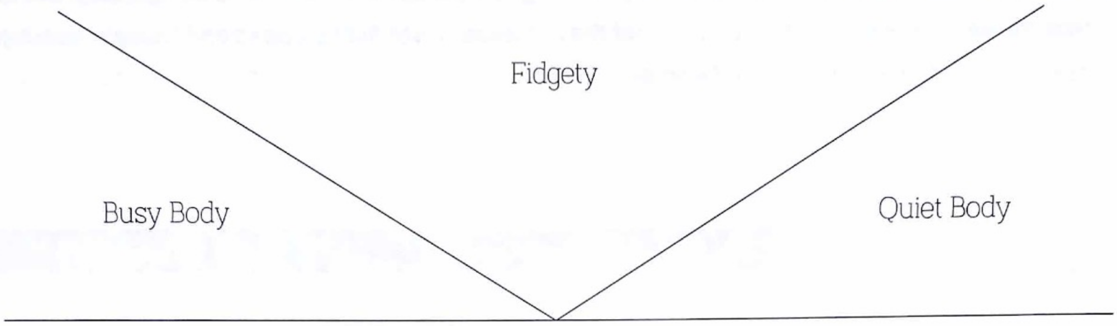
4. Distracted, Actively Off Task

   Looks Like: ______________________________

   Sounds Like: ______________________________

In-session Exercise

Action Regulator



Cut out the arrow and attach it to the action regulator to help the client recognize their behavior. The regulator can be used in future sessions as a visual reminder of expected behavior.

Describe what each action state looks like and sounds like.

1. Quiet Body

   Looks Like: ______________________________

   Impacts Client: ______________________________

   Impacts Others: ______________________________

2. Fidgety

   Looks Like: ______________________________

   Impacts Client: ______________________________

   Impacts Others: ______________________________

3. Busy Body

   Looks Like: ______________________________

   Impacts Client: ______________________________

   Impacts Others: ______________________________

Stop and Think! Managing Impulsivity

Identify a time when you acted impulsively (e.g., talking to a parent or friend, completing work). In the chart that follows, think about the situation and the outcomes if you had stopped and thought about your response compared to when you acted impulsively.

Behavior or Situation: ______________________________

	Stop and Think About It	Act on Impulse
What will you say?		
What are your actions?		
How do you feel?		
How will others react?		

Breaking It Down

Think of a task you need help completing. Break this task down into individual steps and draw or write a short description of each step in the boxes below, using one box per step. As you finish a step, make a mark on each square to help you stay focused on the task at hand.

Were you able to conceptualize chunking a large task into smaller steps?
What do you usually forget or skip? What consequences follow?

Caregiver Worksheet

Cues on Cards

Work with the child to identify situations in which distractibility causes the most problems (e.g., settling into class, starting homework). Use an index card or the cards below to identify tips or "cues" to help the child be more successful at these tasks. The child may carry these cards in their pocket and review them before beginning these challenging tasks.

Starting Class

1. Stretch or shake out and take a seat.
2. Get out necessary books and pen.
3. Stay seated.
4. Raise hand before participating.
5. Repeat stretching or squeezing a stress ball as needed.
6. Imagine a quiet place and focus on learning.

Starting Homework

1. Set up quiet homework space with necessary books and pens/pencils.
2. Wear headphones if needed.
3. Choose which homework task to do first.
4. Take breaks to move or get a drink every 15 min. (Set timer if needed.)
5. Review homework to be sure all tasks are completed.
6. Place homework in backpack.

What are the identified problem tasks?

Was the child able to conceptualize the smaller steps needed to be successful in the larger task?

Were you helpful in offering support as the child thought through this activity?

Routinely check in with child to see if these cards are being used and are helpful.

Cognitive Flexibility

Learning to shift gears can be a challenging task for clients with weaknesses in attention and inhibition. This quick activity is to help children practice listening to directions, work accurately and be flexible when directions change. This activity can be used within a session or as a homework assignment. You or the parent will need two copies of the client page. For the first round, you or the caregiver should read the first set of directions stated below. Record the time it takes to complete the first round. During the second round, the directions will change, forcing the client to be more flexible in their thinking. Record the time it takes to complete this round. After the rounds are complete, review the time and accuracy with the client. Which task was easier for the client? How did it feel when the client was asked to complete the task in a different way? Did they use any strategies to help them when the directions were changed?

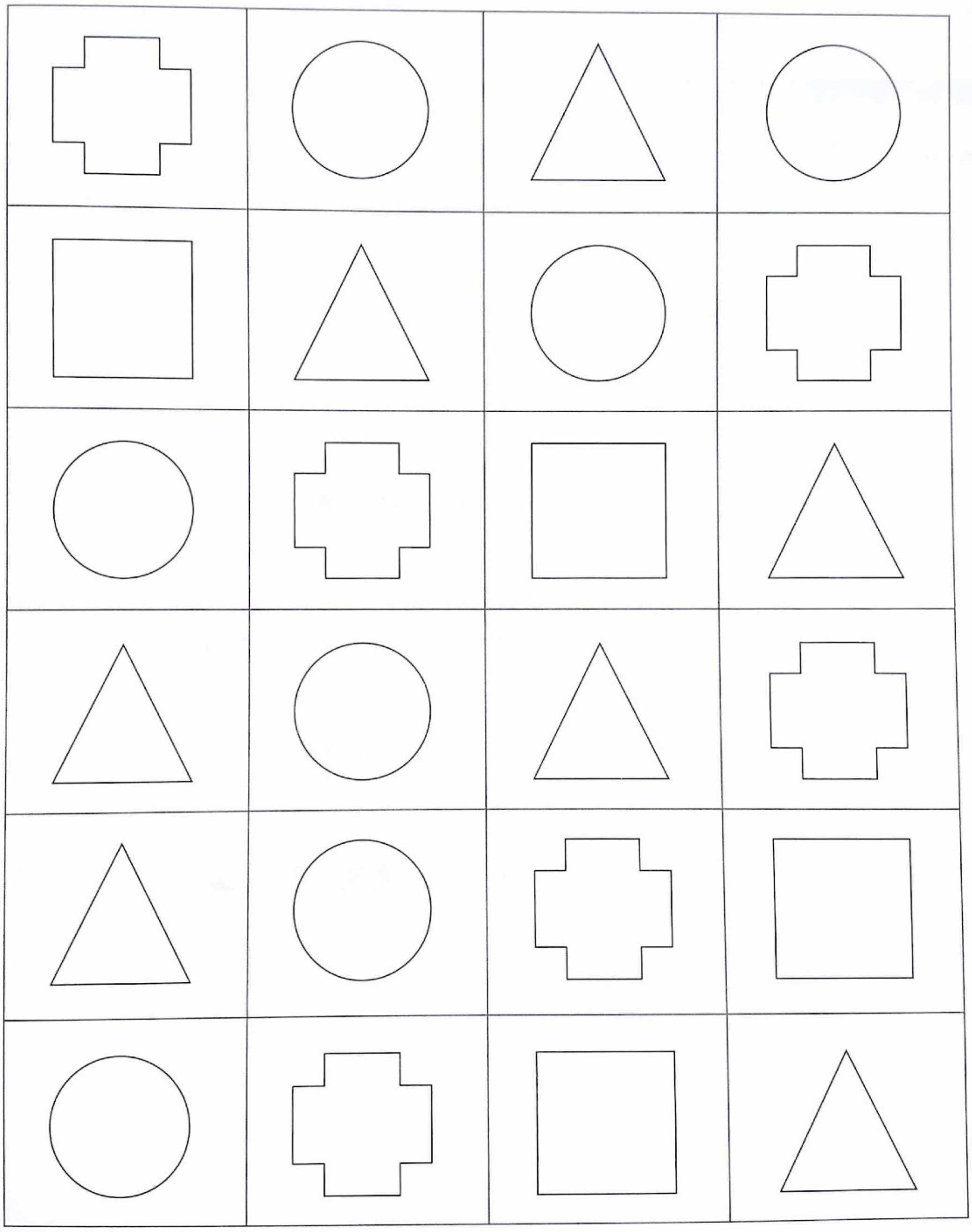
First Round: For each circle, draw a circle inside of the circle. For each square, draw a square inside the square. For each triangle draw a triangle inside of it. For each plus sign draw a plus sign inside of it.

Second Round: For each circle, draw a square inside of the circle. For each square, draw a circle inside. For each triangle, draw a plus sign inside, and for each plus sign, draw a triangle inside.

Caregiver Worksheet

Cognitive Flexibility

Time the child to see how fast they can complete the exercise.



Calm Down Bingo

This version of bingo is a great way to practice attending to two step directions and "get the wiggles out." You the caregiver or client can use the game to introduce different, short movement breaks in a fun setting with the idea that the client can use the movement ideas when they are needed at home or school.

Write the letters on separate pieces of paper. Place then in a hat and have the child draw two letters. Using the worksheet on page 80, call out the letters and have the child perform the correlating task (e.g., A, D = 5 push-ups)

In-session Exercise

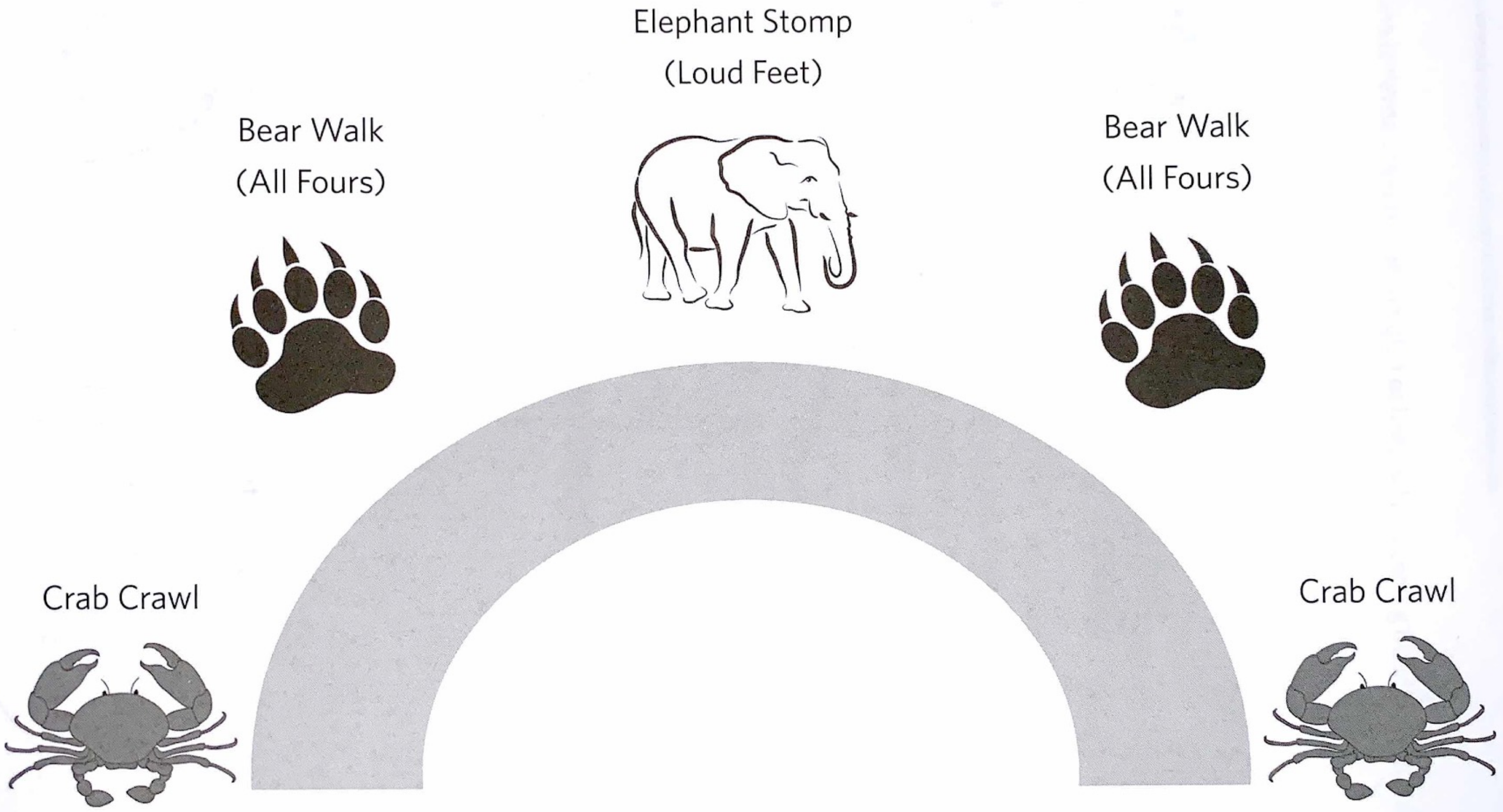
Calm Down Bingo

	C	A	L	M
D	20 big forward arm circles	5 push-ups	Hop on right foot 15 times	10 jumping jacks
O	Touch your head, shoulders, knees, and toes 5 times	5 deep breaths, like you were blowing up a balloon	Hands on waist, and twist for 20 seconds	Pretend to blow out 5 birthday candles
W	Move your right hand up and down and your left hand side to side at the same time 5 times	Hands over your head, and touch your toes 10 times	March in place for 20 seconds	20 big backward arm circles
N	10 deep breaths	10 wall push-ups	20 small arm circles	High knees in place 20 times

In-session
Exercise

Animal Break Ladder

Take a quick movement break to help the child refocus and release energy. Follow the progression from quiet to louder back down to quiet. Compare how these creatures move. Who is the quietest? Who is the loudest? Which one do you relate to the most? Have the client take three deep breaths and return to work.


Elephant Stomp
(Loud Feet)
Bear Walk
(All Fours)
Bear Walk
(All Fours)
Crab Crawl
Crab Crawl

In-session Exercise

Whole-Body Games

Simple childhood games can be used to help children release physical energy and regain focus.

Red Light, Green Light

Have the child move from one side of the room to the other or down the hallway. *Green light* means go; *red light* means stop.

Statue

Tell the child to make a pose like a statue. Use a timer to see how long they can hold the pose.

Shake It Out!

Play a song for the child to dance to and stop it intermittently. When the music stops, the child should stop dancing.

Healthy Plate

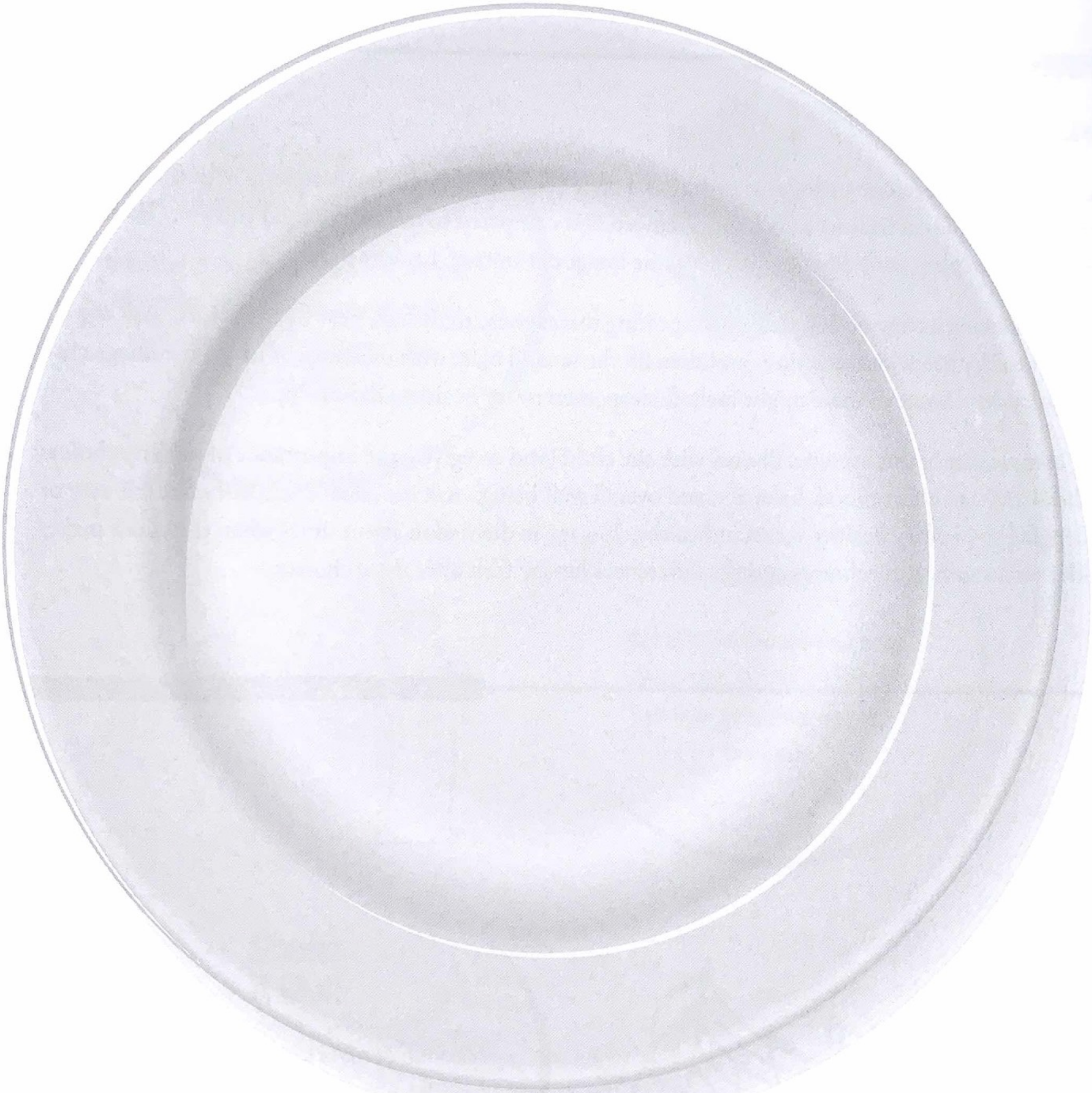
The Healthy Plate exercise includes an image of a plate (page 82). Begin by discussing with the child (and caregiver) examples of healthy eating and balanced diet compared to unhealthy food choices. Then, instruct the client to fill the plate with drawings or magazine image cut-outs of healthy foods.

Consider making a copy of this plate and repeating this exercise to include healthy behaviors. Ask the client to identify healthy behaviors or actions and then fill the second plate with drawings or magazine image cut-outs of healthy actions. Some of these might include sleep, exercise, or healthy relationships.

After completion of this exercise, discuss with the child (and caregiver) the importance of healthy choices and how they can effect mood, behavior, and overall well-being. Ask the client to identify if it felt easy or challenging to identify healthy versus unhealthy. Engage in discussion about times when the client makes healthy versus unhealthy choices and the differences he/she feels after these choices.

In-session
Exercise

Healthy Plate



Exercise Routine

Daily exercise is important for physical and mental health. What type of activity do you enjoy? What activities fit in your schedule? Indicate what type of physical activity you will do, and include it in your daily schedule. Keep track of your exercise and also take note of how you felt before, during, and after exercising. What exercises are more effective in helping you focus?

Day	Type of Activity	Time of Day	Amount of Time	How Do You Feel Before, During, and After Exercising?

In-session Exercise

Time for Bed

The child and caregiver should work together to break down the bedtime routine into steps. Write each step below and fill in the appropriate time of night next to it to help ensure a healthy bedtime routine.

Example:

1.	Shower	6:45
2.	Pajamas	7:10
3.	Brush hair and teeth	7:15
4.	Go to bathroom	7:20
5.	Read	7:25
6.	In and deep breathing	7:40

Is the current bedtime and bedtime routine appropriate? Is there anything that needs to be added to the bedtime routine to assist with child and caregiver bonding?

Step:	Time:
1. ______________________	☐
2. ______________________	☐
3. ______________________	☐
4. ______________________	☐
5. ______________________	☐
6. ______________________	☐

Positive Self-Reflection Log

Each night, reflect on a positive way that you maintained attention or controlled your impulses that day.

DAY 1 ______________________________

DAY 2 ______________________________

DAY 3 ______________________________

DAY 4 ______________________________

DAY 5 ______________________________

DAY 6 ______________________________

DAY 7 ______________________________

Positive Imagery Practice: In Control and Focused

What events are the most challenging for you? Close your eyes and imagine the event as if it were occurring now; however, instead of being uncomfortable, you are now in control. What does this look like? How does this feel? What will be the outcome of being in control of your behavior?

Describe your feelings:

Describe the event:

Describe your thoughts:

Describe the potential outcomes:

Look at What I Accomplished

Making lists is a life skill that is helpful for remembering all that needs to be done, particularly for people who have difficulty with time management and organization. Add this list to your daily agenda or journal to help keep focused on your accomplishments and goals.

My Long-Term Goal: ____

What I Have Accomplished So Far: ________________________________

SECTION

3

Autism Spectrum Disorder

Autism is a spectrum disorder, meaning that clients may present with a range of strengths and weaknesses in the areas of social functioning, language, and stereotypical behavior, requiring a tailoring of treatment. This section targets areas of need including communication, social functioning, and sensory integration using a whole brain approach. Activities include a variety of worksheets, games and graphic organizers to help make sense of a world that can be overwhelming at times.

Cognitive skills covered in this section provide social scripts from self-advocacy, embracing change and becoming aware of sensory sensitivities that may impact daily living. Relationship-building activities allow clients to explore perspective taking, expressing emotion, and developing mindfulness in communication. Competency-building activities are aimed at helping children identify triggers to anxiety, understand perseveration behaviors and how these behaviors impact their attention, and practice coping skills in order to handle difficult situations. Furthermore, sensory integration is addressed through exploring personal tolerances to sensory experiences, understanding how sensory reactions impact thinking and functioning, and developing coping plans to mitigate the reactions.

Remember, patience is crucial when working with children who have unique, often rigid thinking patterns. The goal is to use the activities to guide the child to accept change in thinking patterns. Certain skills can be completed quickly, while others need continuous practice and reinforcement. Pairing activities with real-life scenarios can help facilitate the transferring of skills to outside of the therapeutic environment.

Allow Me to Introduce Myself

Establishing new relationships can be difficult especially for individuals with social deficits. The fear of the unknown or simple misunderstanding of social cues can make talking with someone new very overwhelming. This activity was designed to help build social confidence in new social settings by using a social script.

Social scripts provide a way for children to advocate for themselves and help start a conversation. Have the client try to complete the script in session and practice delivering the script to you or the caregiver. Identify who and where the client might use a script like this. Additional activities could include modifying the script to address needs in different settings (e.g., school, after school activities, friends, etc.).

In-session Exercise

Allow Me to Introduce Myself

My name is ____.

I am __________ years old. I am unique and intelligent.

I think differently than others at times, so please be patient.

I prefer to communicate by ______________________________________.

I am very good at ____.

My favorite thing(s) to do is/are __________________________________.

I am interested in learning about ___________________________________.

It is difficult for me to ____.

At times, I get distracted by ______________________________________.

When I get upset, I tend to _______________________________________.

I learn best when ____

____.

I would like help with ____.

I look forward to being part of ____________________________________.

Thank you for listening.

Conversation Map

Having a conversation with another person can be a challenging situation. A conversation has multiple stages. Use the map below to help navigate through each step of a conversation. Describe what you should say and what you should do with your body. Finally, draw a symbol or find an image to help illustrate or remind you of the step.

Steps	What do you say or do?	What do you do with your body?	Symbol
Greeting	"Hello"	Put your hand out, good eye contact	🤝
Starting a conversation	"How are you?" "Guess what happened?"		
Conversation	Taking turns with individual Ask questions that are on topic Be brief and give important details		
Farewell	Say "goodbye"		

Conversation Toolkit

For each area, list ways to initiate a conversation and keep it going. List words or phrases that you might say and describe how your body should look. These tools can be used if you get stuck trying to communicate with others.

Greeting	Giving a Compliment	Gaining Someone's Attention

Asking Questions	Giving Precise Answers	Farewell

Flexible vs. Rigid Thinking

Flexible thinking occurs when you are able to adapt to changes in your environment. Rigid thinking occurs when you are not able to accept change and become stuck when presented with a challenge. In the following shapes, list items that are flexible (e.g., dough, string) or rigid (e.g., rock, pencil). Then brainstorm ways that thinking can be flexible (e.g., telling someone they hurt your feelings when you are upset, listening to others' opinions even if you disagree) or rigid (e.g., yelling at someone when upset, not listening to others).

Flexible Objects

Rigid Objects

Flexible Thinking

Rigid Thinking

Dealing with Detours

What do you do when your daily routine is changed? Do you have a backup plan? Preparing yourself for change can help you become more flexible. Describe your daily routine and then brainstorm ways you can adjust if your schedule changes.

Daily Routine	Backup Plan

Embracing Change

Change is constant in our lives. Daily routines can be altered by changes that are sometimes out of our control. While change can bring uncertainty, having a plan in place can help reduce the stress typically associated with change. Complete the responses for the scenarios below and then use them to address a specific change occurring in your life.

Practice Changing

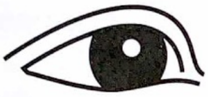
	Minor Change (e.g., change in schedule—no art class today)	**Moderate Change** (e.g., having a new teacher)	**Major Change** (e.g., moving to a new house)
How do you feel?			
How do you stay in control?			
What could make this easier?			
Name something positive that can occur due to accepting this change.			

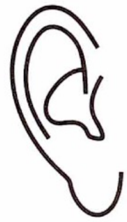
Real Life Change

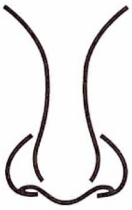
What is changing?	
How do you feel?	
How do you stay in control?	
What could make this easier?	
Name something positive that can occur due to accepting this change.	

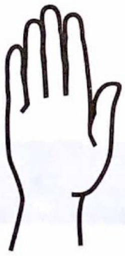
Sensory Profile

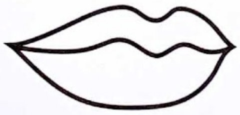
People have different levels of tolerance to their senses. It is important to gain awareness of your sensitivities so you can be proactive in reducing how they affect you. For instance, if loud noises bother you, you can use noise-canceling headphones in loud places. Use this chart to indicate what bothers you, the most common places where sensory overload may happen, and how to handle it.





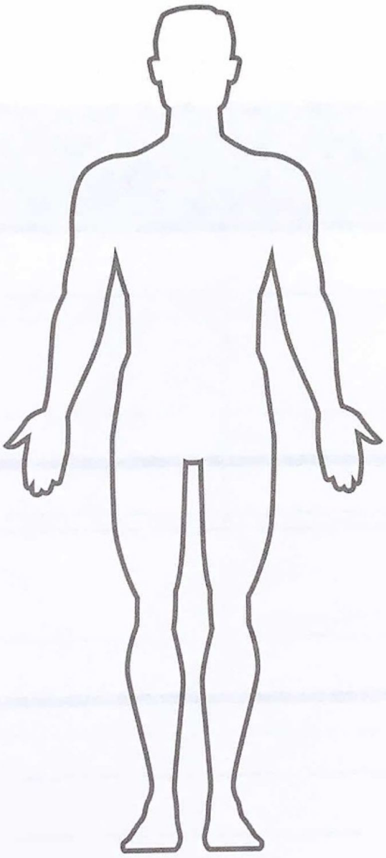






Sensory Awareness

Think of a sensory experience that causes discomfort. Label that sensory experience to the left of the figure and write the impact or feeling to the right. Then determine where in your body you experience that feeling. Use colors, shapes, and/or imagery to show how that feeling feels inside your body. Discuss ways that your discomfort can be reduced when faced with these sensory experiences.



Sensory Experience	Impact	What can I do to reduce the impact?

Sensory Escape

Where do you go and what do you do when presented with uncomfortable sensory information? Are your reactions appropriate? What do you do to stay in control? In the following chart, list sensory experiences that are troublesome. Write your typical response, positive or negative. Then brainstorm another, healthier approach to dealing with the sensory input in the future.

Sensory Experience	Typical Reaction	Alternative Approach
Example: Peers coughing or making noises when trying to complete work.	Example: Tell them to stop making noise, get frustrated and not complete work.	Example: Use headphones, ask to sit in another area in the room.

Perspective Taking

What did you say? In this activity, think about recent interactions with others. In the left bubbles, write what you said. In the right bubbles, indicate how others perceived your words. Were they kind words, helpful words, or negative words? Did you show interest in other ideas or thoughts, or stay on one topic? What kind of feedback did you get from others?

What I Said	What Others Might Think

SECTION

1

Childhood Trauma

This chapter will assist with developing a person's ability to be resilient and overcome adverse experiences, introducing the concept that the job of the caregiver, child and therapist is to impact the subjective meaning of events that enables a child to move from being overwhelmed by an event to having an event empower them into resilience and growth. These exercises focus on dealing with feelings of guilt, blame and loss, the ability to use emotional energy in a positive way, and improve relationships so they can feel accepted. (Every child's response to these activities will differ; sometimes a person's response differs from what you think it should be.)

My Ouch Story

Everyone has a story to tell. When bad things happen, it makes it much harder to tell the story. When bad things happen to us, there is typically a lot of shame, guilt, and embarrassment. This activity provides guidance to achieve the goal of telling your story without the shame, guilt, and embarrassment. To get the story out, so that someone else can hear it and read it. Complete the sentences below with your story. Please use additional pages as needed.

I remember a time when ______________________________

____

First, ______________________________

____

Next I remember ______________________________

____

Then, ______________________________

____

Last, ______________________________

____

I remember feeling ______________________________

I would like to feel ______________________________

I need ______________ because ______________

____

I feel safe when ______________________________

These are the people in my life who support me ______________________________

____

When I get upset, I can ______________________________

______________________________ to feel safe again.

In-session Exercise

Safety Planning

1. What are your trauma reminders or triggers? (Please circle all that apply)

Being touched
Time of year (When)
Particular time of day (When)
Not having input
Bedroom door open or closed

Being isolated
People in uniform
Yelling/fighting
Being forced to talk
Being around men/women
Seeing others out of control

Specific person (Who)
Anniversaries (What)
People being too close
Other: ____________________

2. Please describe your warning signs; for example, what your body feels when you are losing control, and what other people can see changing? (Please circle all that apply)

Sweating
Red faced
Rocking
Crying
Sleeping less
Breathing hard
Wringing hands
Pacing

Isolating self
Eating less
Racing heart
Loud voice
Eating more
Clenching teeth
Sleeping a lot
Can't sit still

Being agitated
Clenching fists
Bouncing legs Swearing
Nauseous
Short of breath
Other: ____________________

3. What helps you feel or stay safe? (Please circle all that apply)

Writing
TV/movie
Listening to music
Support from peers

Walking
Reading
Video games
Talking with adults

Exercise/sports
Drawing/coloring
Taking a shower
Other: ____________________

4. What helps you stay in control? ____

____

5. What helped you stay in control in the past? ____

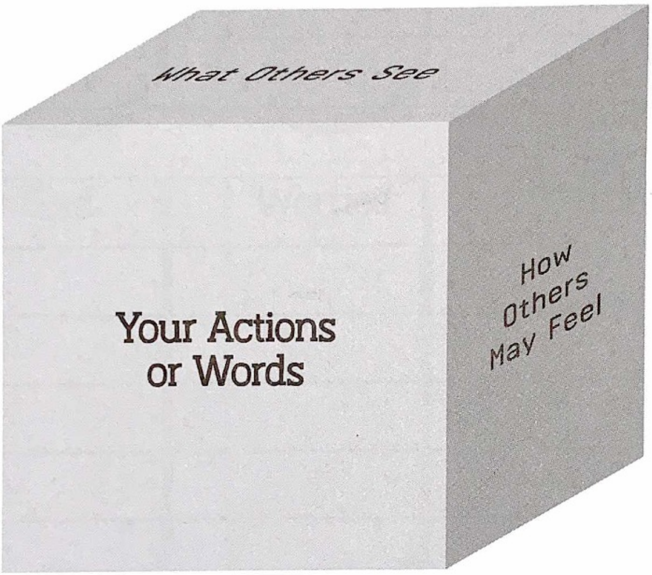
____

6. What kind of space is most comfortable when you need it? ______________________________

____

Looking at All Sides

Our words and actions are multidimensional. They can impact people around us in positive or negative ways. Stepping back and looking at the impact of our actions can be helpful. You know how it felt to help someone or to yell at someone, but how did that affect others around you? In the following chart, list some positive and negative actions you've done. List what those actions looked like and the impact they had on others.



Positive			Negative		
Actions/Words	*What Others See*	*How Others May Feel*	*Actions/Words*	*What Others See*	*How Others May Feel*

Common Ground

Homework time! Good conversation occurs when both parties are talking about common interests. Ask a family member and a friend about their interests. Then compare their interests with yours. What do you have in common? If your interests are different, ask a question to find about more about one of the other person's interests. Write the results below.

Interview a Family Member

Family Member's Name: ______________________________

What are your interests? ______________________________

____

____

What do we have in common? ______________________________

____

____

*Additional Comments*______________________________

____

Interview a Friend

Friend's Name: ______________________________

What are your interests? ______________________________

____

____

What do we have in common? ______________________________

____

____

*Additional Comments*______________________________

____

Emotions Cheat Sheet

Build a quick reference to expand your emotional vocabulary. For the emotions listed below, draw in the circle what a person having that emotion would look like, then underneath, describe what each emotion looks and feels like. To aid with the drawings, search for faces on the Internet or in magazines that show how facial expressions differ with different emotions.

Happy	Sad	Worried	Tired	Excited

Angry	Annoyed	Mad	Silly	Stressed

Understanding Emotions

For each emotion in the circle, write what it looks and sounds like. In the adjoining rectangles, write about a situation in which you experienced the emotion and then try and recall a time when others may have felt the emotion. You may use magazines or computer images of others to help provide a visual representation of each emotion.

You:

Others:

You:

Others:

Happy

Sad

Angry

Excited

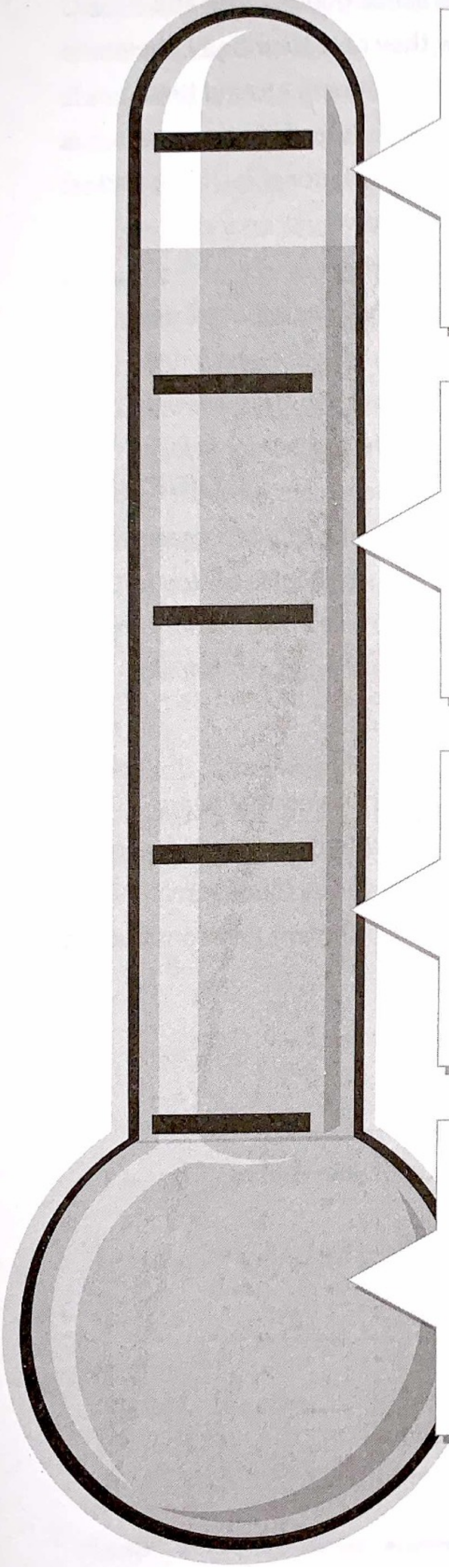
You:

Others:

You:

Others:

What's My Emotional Temperature?



EXPLOSIVE

How does it feel? ____________________

What do I do? ____________________

How do I look? ____________________

What can other people do? ____________________

AGITATED

How does it feel? ____________________

What do I do? ____________________

How do I look? ____________________

What can other people do? ____________________

EXCITED

How does it feel? ____________________

What do I do? ____________________

How do I look? ____________________

What can other people do? ____________________

CALM

How does it feel? ____________________

What do I do? ____________________

How do I look? ____________________

What can other people do? ____________________

Mindful Communication

In the next potentially tense conversation with someone you know well, practice mindfulness and observe the other person's physical and verbal behavior. Take note of how they hold their body, their facial expressions, the tone of their voice, and their interactions with the environment around them. Notice your own verbal or physical behavior during the interaction. Consider your feelings and needs in the interaction and how you could express them in a way that maintains the relationship. If you find anything hard to read or understand, ask clarifying questions. Consider the following scenario:

> *Josh went to school and walked into the classroom. Josh put his things in his cubby and sat at his desk, eating his breakfast and working on his morning school work. Another student and Josh's best friend, Mary, walked into class right after he did. Mary looked upset, as if she had been crying. This was not like Mary, as Mary always had a smile on her face. Mary immediately went to the teacher for help. Mary started crying, yelling, and throwing things around the classroom. The teacher was having a hard time calming Mary down. Josh came over to the teacher and Mary to see if he could help. Mary seemed to calm down, with Josh's help. Mary explained that her mom woke up late and was unable to stop for breakfast, like she had promised the night before. Josh apologized and offered to share his breakfast and snack with Mary. Mary appeared more calm, as she smiled and thanked Josh for sharing and helping her calm down.*

In this scenario, Josh was aware of Mary's verbal and nonverbal behavior. He observed that Mary appeared angry and asked her if he could help make her feel better. Josh acknowledged Mary's feelings and offered an alternative to her behavior. Following are some open-ended questions (questions that can't be answered with a simple "yes" or "no") that may help create a safe environment and constructive conversation in uncomfortable situations with loved ones.

1. How are you feeling?
2. How can I help?
3. You seem to feel ________________. Is this an accurate perception of your feelings?
4. I am hearing you say ________________. Is that right?
5. How are things between us?
6. How are we doing?
7. Are we okay?
8. I noticed ________________. Is there anything you need to talk about?
9. How can I help you feel better about ________________?
10. Are you doing okay?

In-session Exercise

"I" Statement 101

Discussing sensitive and difficult topics with people that we care about can become confusing with emotions. Sometimes we feel unheard or blamed for doing something we didn't do. The purpose of "I" statements is to communicate your feelings and needs in an assertive manner and reduce blame and accusations toward others. "You" statements may make the listener feel criticized and defensive and less likely to engage thoughtfully with you. You can use "I" statements when you are feeling hurt, sad, anxious, angry, and happy. It is important to practice using positive "I" statements during low stress encounters to prepare for more stressful interactions. "I" statements typically follow a set pattern beginning with saying "I" and how you feel. Then express what occurred that provoked your feelings. Finish with saying what it was about the behavior that hurt your feelings, and say what you would prefer and/or offer a suggestion.

Examples:

Teacher: "I feel angry when you call on me in class and I don't want to be called on. It makes me feel like you are picking on me. I would like for you to only call on me when I raise my hand."

Friend: "I feel sad when you don't play with me at recess because I look forward to playing on the play set. I would like for you to let me know when you don't want to play, instead of ignoring me."

Parent: "I feel worried when you don't say "bye" to me in the morning before you leave for work, because I feel that you are mad at me. I would like for you to always say "bye" to me, even if it wakes me up in the morning."

I feel ______________________

When ______________________

Because ______________________

What I need/want is ______________

____

____

____

Think about a recent or upcoming situation with a teacher, friend, or parent where you need to communicate your thoughts and feelings. Use the script to the left to effectively communicate your needs in a positive manner.

"I" Statements vs. "You" Statements

Read the following statements and consider your reactions if they were said to you by a friend or family member. Consider how the statements would make your friends and family members feel. Write down your thoughts in the chart. In the last column, change what was said to minimize blame and communicate what you mean clearly with "I" statements.

"You" Statement	How Do They Make You Feel? How Would They Make Others Feel?	"I" Statement
You never listen to me.		
You make me so angry.		
Why do you always yell at me?		
You're mean.		
You never pick me first.		
You don't love me.		
You hate me.		
You always say mean things to me.		
You don't do anything right.		
Why do you make things so hard for me?		
Why do you even bother?		

Is it an Emergency?

Review the six levels of problems and the examples given, then brainstorm two other possible problems for each level and write them on the chart.

EMERGENCY

You definitely need help from an adult

- A building is on fire
- Someone is hurt and needs to go to the hospital
- ____________________
- ____________________

GIGANTIC PROBLEM

You can make a change with a lot of help

- You are lost
- You hit or kicked someone
- ____________________
- ____________________

BIG PROBLEM

You can make a change with some more help

- Someone is being mean to you
- You aren't doing well in a class
- ____________________
- ____________________

MEDIUM PROBLEM

You can make a change with some help

- You feel sick, tired, or hungry
- Someone is bothering you
- ____________________
- ____________________

PROBLEM

You can make a change with a little help

- You did not get your way
- You did not win a game
- ____________________
- ____________________

GLITCH

You can fix the problem yourself

- You need to clean up your work area
- You forgot your homework
- ____________________
- ____________________

Expected vs. Unexpected

Expected behaviors are those that are predictable, socially acceptable, and help us do our best. Unexpected behaviors can deter our progress and cause others to view us differently. Understanding sets of acceptable behaviors can help us be prepared and successful. For each setting, write examples of expected and unexpected behaviors. Are there similar expected behaviors among the settings? Use the "Behavior Bank" on the next page or think of your own.

Home

Expected Behaviors	Unexpected Behaviors

School

Expected Behaviors	Unexpected Behaviors

Friendship

Expected Behaviors	Unexpected Behaviors

Behavior Bank

Saying hello to friends	Pushing classmates	Listening to teacher
Yelling out in class	Finishing your work	Taking turns
Looking at others when they are talking to you	Sitting in assigned area	Saying mean things
Following rules	Helping with chores	Cleaning up your area
Laughing at a mistake	Sharing	Raising your hand
Using manners	Covering your ears when someone is talking	Standing in someone's space
Walking in the hallway		

Examining Expectations

Compare expectations that you have for others with what is expected of you. Note differences among family, friends, and teachers.

What behaviors do you expect from others?

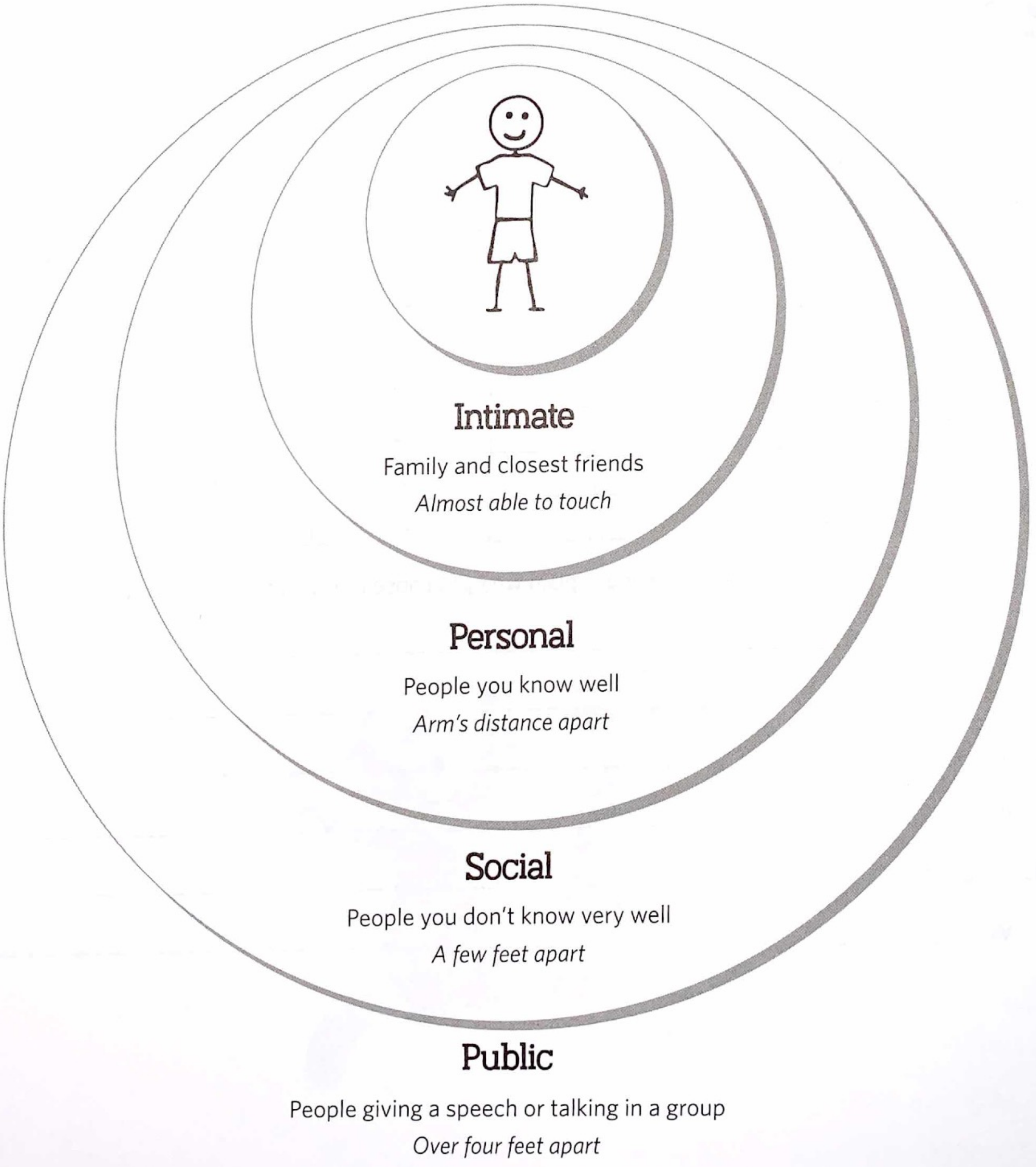
Parents/Caregivers	Teachers	Friends
(e.g., listen, care for me)	*(e.g., instruct me, be patient)*	*(e.g., include me, play my favorite game)*

What behaviors do others expect from you?

Parents/Caregivers	Teachers	Friends
(e.g., follow rules, do chores)	*(e.g., follow rules, do chores)*	*(e.g., play games, talk)*

My Personal Bubble

Your personal bubble is the invisible space around your body. When you are talking with other people, there are rules for how close or far away you should stand, depending on how well you know them. In the diagram below, fill in names of friends, family, and community members that you think fit into each zone. How does it make you feel to have people stand in each zone?


Intimate
Family and closest friends
Almost able to touch
Personal
People you know well
Arm's distance apart
Social
People you don't know very well
A few feet apart
Public
People giving a speech or talking in a group
Over four feet apart

Control My Volume

Personal volume is the loudness or softness of a speaking voice. It is important to think about volume, because if your voice is too quiet or too loud it can make others feel uncomfortable.

Look at the list of situations below. Check the box in the column that shows the correct volume of voice that should be used for each situation.

Situation	Soft	Normal	Loud
Working with a partner in class	☐	☐	☐
Studying in the library	☐	☐	☐
Cheering at a sports game	☐	☐	☐
Playing inside	☐	☐	☐
Playing outside	☐	☐	☐
When someone is sleeping	☐	☐	☐
Talking on the phone	☐	☐	☐
Shopping at the supermarket	☐	☐	☐
Watching a movie	☐	☐	☐
Riding on a bus	☐	☐	☐
Talking at lunchtime	☐	☐	☐

Pick three of the situations listed above and explain why you chose the volume level you did.

1. Situation: ______________________________

Why: ______________________________

2. Situation: ______________________________

Why: ______________________________

3. Situation: ______________________________

Why: ______________________________

Appropriate Touching

Touching can be a form of communication. For example, if someone is patted on the back, it usually shows that they have done a good job. However, if they are slapped, it might mean that they have made someone angry.

Read through the examples of touching listed below. Decide if the type of touching was appropriate or inappropriate. If you mark something as appropriate, write with whom you might use that type of touching.

	Appropriate	Inappropriate	Who can I touch in this way?
Giving someone a high five	☐	☐	
Jumping on someone	☐	☐	
Slapping any part of another person's body	☐	☐	
Putting arm around someone	☐	☐	
Kicking	☐	☐	
Pinching someone	☐	☐	
Holding hands	☐	☐	

Caregiver Worksheet

Perseveration Log

Use this log daily to note the child's perseverating behaviors and frequency to help track and measure how often these behaviors occur.

TIME *(e.g., 7-7:15 AM)*	**BEHAVIOR** *(e.g., repeating a question)*	**REASONS FOR BEHAVIOR** *(e.g., feeling anxious about an upcoming event)*

In-session Exercise

Perseveration Information

Complete the questions below to gather more information about perseverating behaviors. This activity may be completed in session and at home. Use this activity during or after an episode of perseveration to help devise a plan for moving forward. Repeat the exercise as needed and highlight the pattern, triggers, and helpful strategies.

What is the perseverating behavior?

What is the feeling that causes this behavior? (e.g., stress, worry, fear ...)

What does the client gain from this behavior? How is this behavior soothing?

List a healthier alternative behavior/ activity that will provide the same comfort.

When should there be a stopping point?

How are others responding/reacting to this behavior?

Perseveration Action Plan

The Perseveration Plan worksheet is helpful in gathering information about the client's cycle of perseveration. Identify any common themes or feelings. Use this information to help devise a plan for recognizing challenging perseverations and replacing unhealthy thoughts with healthy alternatives. Discuss any stimulus or situations that might need to be avoided to help reduce stress or other unpleasant feelings that result in perseverating behaviors.

During the session, introduce the topic of perseveration with the client and help the client define behavior in observable terms (e.g. what does it look like, sound like, etc.). Do this exercise in session with the client to be sure of understanding. Consider making additional copies of this exercise to send home with the client. Ask client and caregiver to identify any additional perseveration behaviors over the next week and fill out a worksheet each time a new preservation behavior is experienced. Review the worksheet at next session and as often as needed to measure progress.

Perseveration Action Plan

Do you experience repeating or perseverative thoughts that get you off task? Use this worksheet to help identify preservative behaviors that interrupt or distract you. Review with your therapist and caregiver to reflect on how these behaviors look and feel. Then discuss how these behaviors may look and feel to others around you.

What am I repeatedly doing?

(e.g., asking a question, repeating a phrase, repeating a thought, stuck on a feeling, banging, pacing)

What feeling do I have?

(e.g., anger, sadness, fear, frustration, worry)

Where do I experience this feeling inside my body?

(e.g., belly, back, neck, shoulders, face, hands, feet)

How are others reacting to me?

(e.g., answering my questions, asking me to stop, placing their hands on my body, wrapping me in a hug, yelling at me, ignoring me)

What feelings do others have about this behavior?

(e.g., worry, frustration, anger, happiness, disappointment, fear, annoyance)

How long and how often have I been doing this behavior?

(e.g., for how many minutes, how many times repeated?)

Cool Down Checklist

Doing things that are pleasurable and make you feel good can help you relax. It is helpful to engage in these types of activities on a regular, or even daily, basis. Exercise is especially important because it has been linked with the release of endorphins, which leads to feeling better and more relaxed.

Check the activities you're willing to do, and then add any other activities you can think of.

☐ Lift weights	☐ Go jogging	☐ Stretch your muscles	☐ Ride your bike
☐ Talk to a friend on the phone	☐ Do yoga	☐ Go for a swim	☐ Go hiking
☐ Go outside and watch the clouds	☐ Go rock climbing	☐ Go kayaking	☐ Play basketball
☐ Get a massage	☐ Get out of the house	☐ Go for a ride in the car	☐ Play with your pet
☐ Go bowling	☐ Visit a friend	☐ Play video games	☐ Cook your favorite food
☐ Watch a funny movie	☐ Meditate	☐ Do yard work, such as mowing	☐ Grow a garden
☐ Learn to knit or crochet	☐ Join a social club	☐ Play tennis	☐ Go shopping
☐ Listen to the radio or stream a radio station	☐ Watch TV	☐ Clean your room	☐ Write in a journal
☐	☐	☐	☐

Racetrack Breathing:

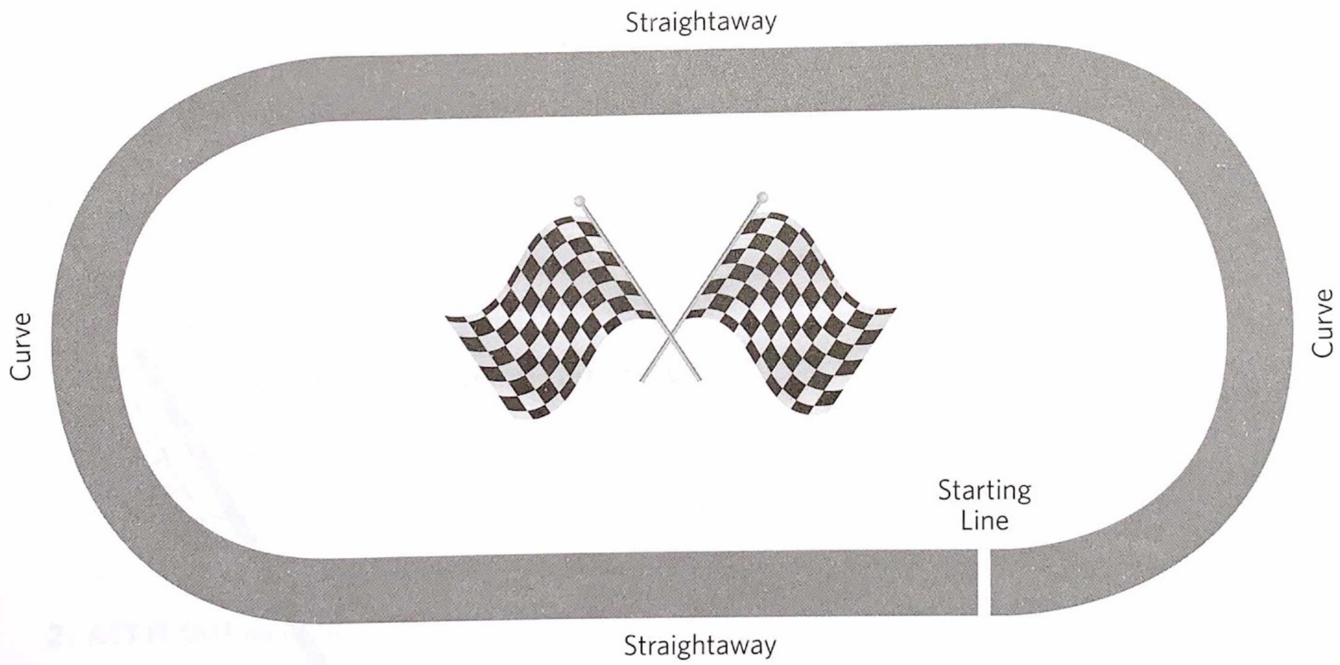
Warm Up or Cool Down

Warm Up (Before Doing an Activity)

1. Put your finger at the starting line. Take a deep breath in for six counts as you move your finger along the curve.
2. As your finger reaches the straightaway, breathe out for four counts.
3. Keep tracing and breathing until your body and mind are ready to work.

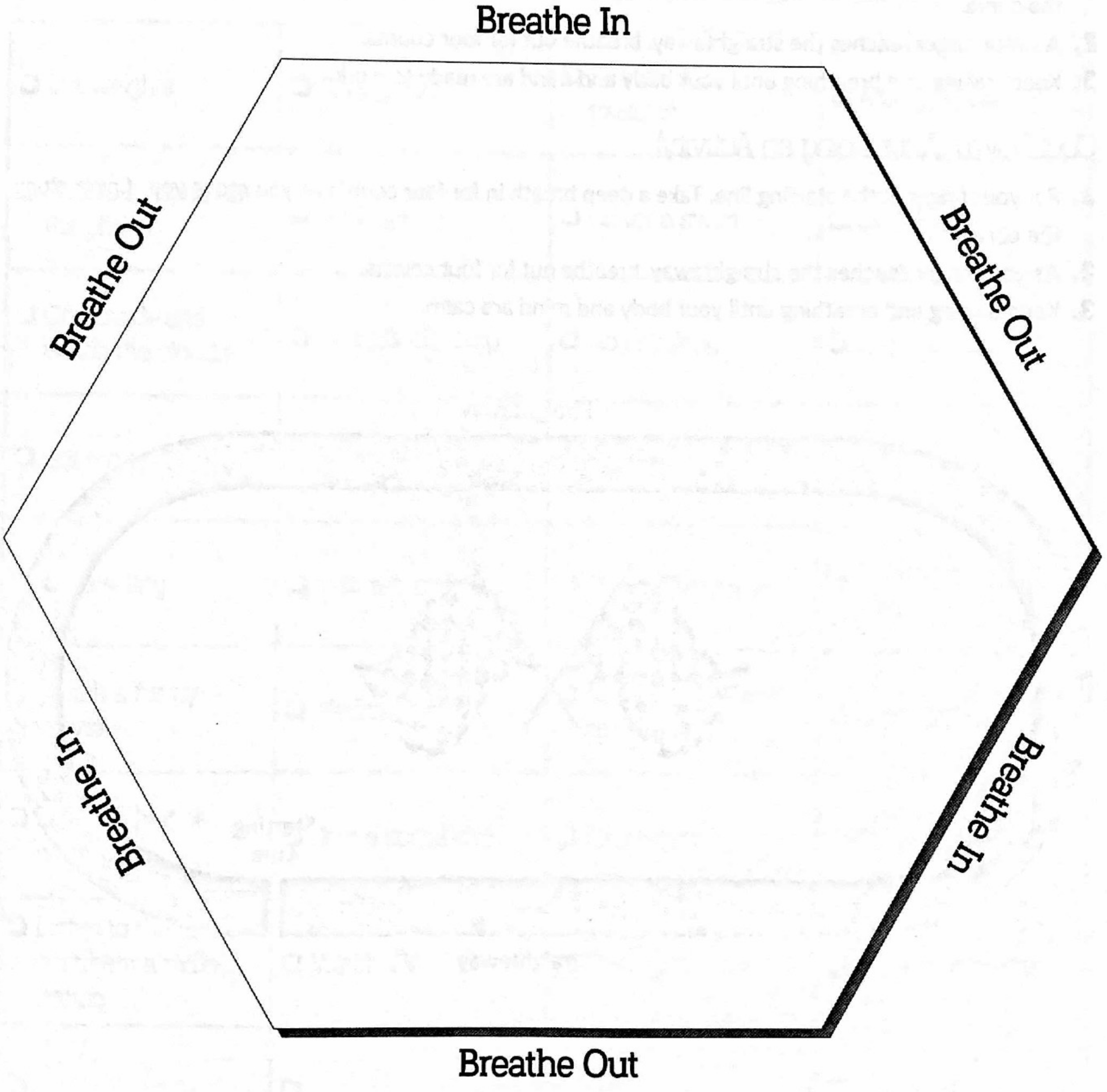
Cool Down (After Doing an Activity)

1. Put your finger at the starting line. Take a deep breath in for four counts as you move your finger along the curve.
2. As your finger reaches the straightaway, breathe out for four counts.
3. Keep tracing and breathing until your body and mind are calm.



Visual Breathing

In the hexagon below write calming words or find calming images that will remind you to relax. Then practice your breathing. Use your finger to trace the hexagon shape. Put your finger on the starting point and begin by taking a deep breath in on a count of six. Then breathe out on a count of six. Keep tracing until your body and mind feel calm.


Breathe In
Breathe Out
Breathe Out
Breathe In
Breathe In
Breathe Out

In-session Exercise

How Can I Help?

Read the following scenarios aloud. **Brainstorm** how you can help in each situation. **Review** your ideas and **act out** the scene with a partner using the solution you chose.

Set the Scene

1. Your father is making dinner, and you are sitting at the kitchen table.
Dad says, "I need to get the table set and tell the family that dinner is ready."

What can you say and do that will help in this situation?

____

____

____

2. ACT IT OUT Reflection

Did my words and actions help my father? **YES** **NO**

If the answer was **yes**, explain how you were helpful. ______________________________

If the answer was **no**, what should have you said or done? ______________________________

Set the Scene

1. During free time, you notice that your teacher is cleaning up the classroom.
Your teacher says, "There is so much to do!"

What can you say and do that will help in this situation?

____

____

____

2. ACT IT OUT Reflection

Did my words and actions help my teacher? **YES** **NO**

If the answer was **yes**, explain how you were helpful. ______________________________

If the answer was **no**, what should have you said or done? ______________________________

Set the Scene

1. You are getting home from the grocery store with your mother.
Mom says, "There are a lot of bags to carry inside."

What can you say and do that will help in this situation?

____

____

____

2. ACT IT OUT Reflection

Did my words and actions help my mother? **YES** **NO**

If the answer was **yes**, explain how you were helpful. ________________________

____

____

____

If the answer was **no**, what should have you said or done? ______________________

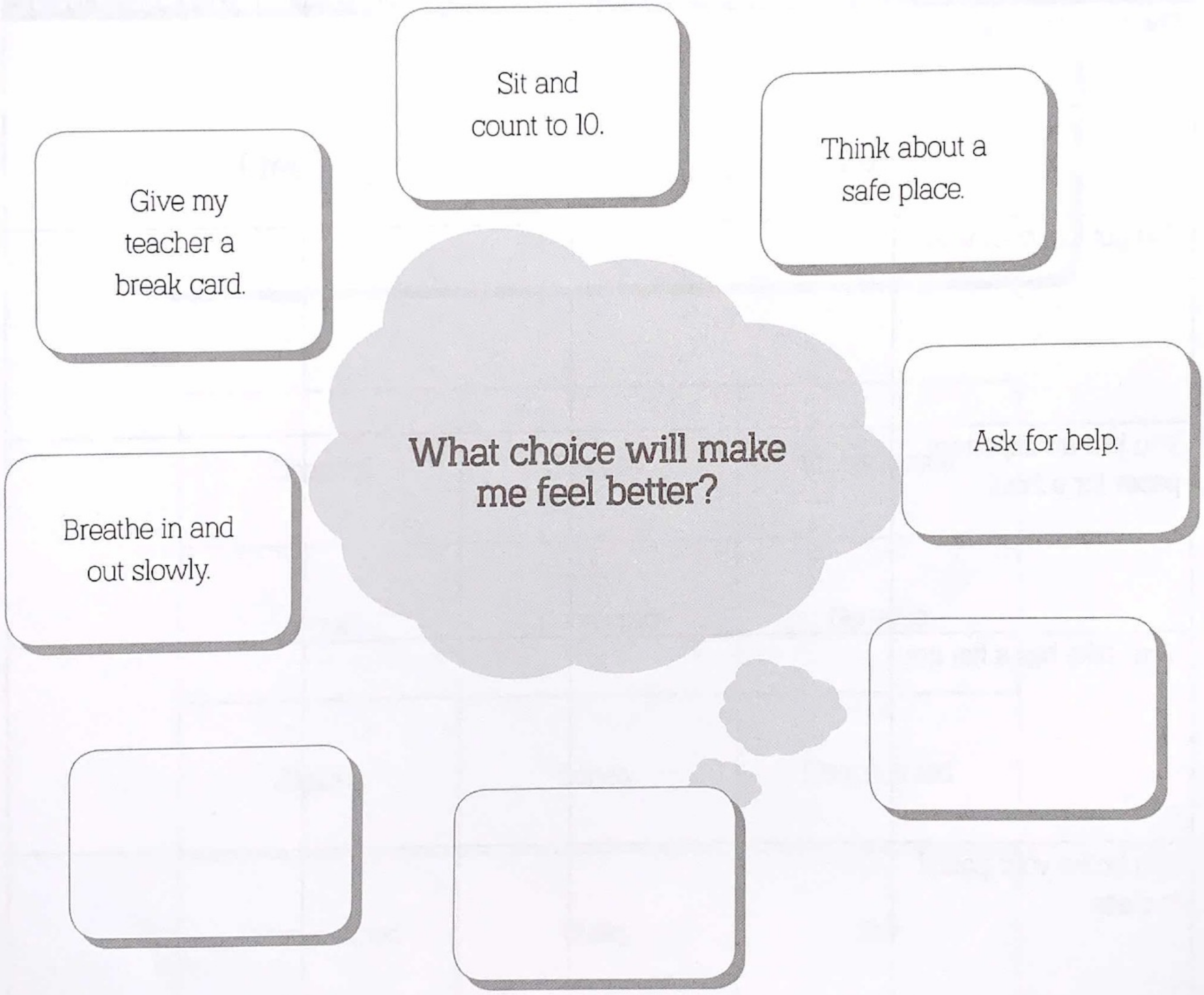
____

____

____

I CAN Make a Choice

Fill in the blank squares with strategies that will help you when you are feeling nervous, scared, upset, or frustrated. The upper squares contain some ideas you could use. Leave this card where you can see it to help you remember strategies to remain calm.



Sit and count to 10.

Give my teacher a break card.

Think about a safe place.

What choice will make me feel better?

Ask for help.

Breathe in and out slowly.

Reaching Out for Help

Do you know when to ask for help? Some problems require the assistance of others, whereas you can solve others by yourself. Read through the problems listed below. Identify how big the problem is, who can help, and how to ask them if help is needed.

Problem	How Big Is the Problem?	Who Can Help Me?	How Do I Ask for Help?
The radio is too loud.			
You got lost on a walk.			
You lost an important paper for school.			
Your bike has a flat tire.			
You broke your pencil in class.			
There is a fire in the neighbor's house.			

In-session Exercise

Emotional Connection Game

1. Cut out the emotion cards below and place them in a bowl.
2. Pick one emotion card.
3. Act out the emotion.
4. Complete the following sentence using the emotion word on the card you picked.

I feel ______________________________ when...

Cheerful	Confused	Embarrassed
Proud	Depressed	Nervous
Jealous	Lonely	Disappointed
Overwhelmed	Guilty	Shy

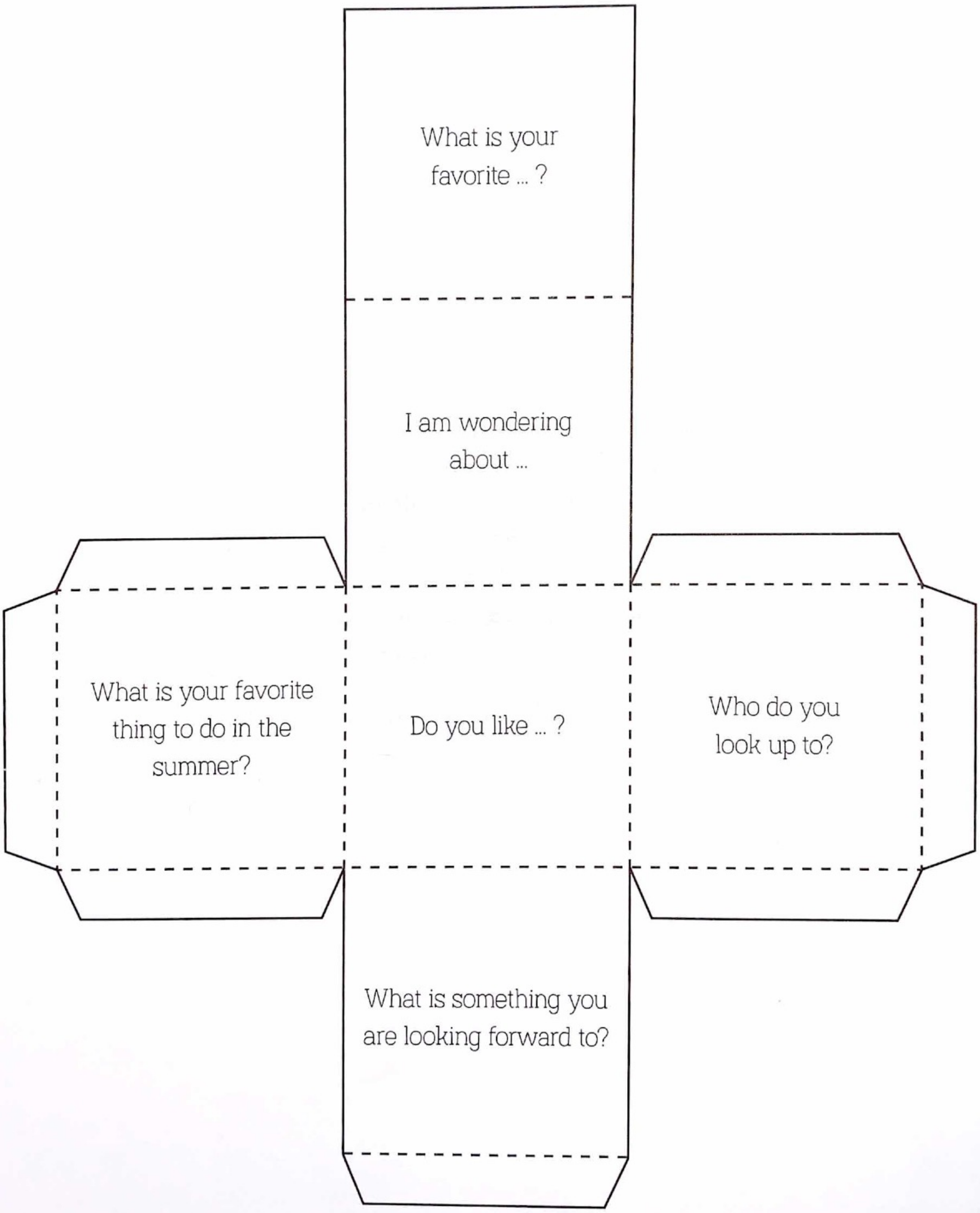
Find a Friend

Starting conversations can be difficult, but there is usually some common ground. The object of the game is to find as many things in common as you can with another person. For homework, interview a family member or friends. What do you have in common? What is different? What would you like to know more about? Remember to use good eye contact and respect personal space.

Question	Myself	Name
What is your favorite book?		
What is your favorite movie?		
Do you like pets?		
What is your favorite food?		
What is your favorite thing to do to relax?		
What is your favorite subject in school?		

Conversation Cube

Cut out the shape and fold and tape it to make a cube. Roll the cube and use the phrase or question you roll to practice having a conversation with someone. Remember to pay attention to your nonverbal behaviors like eye contact, posture, and personal space.



What is your favorite ... ?

I am wondering about ...

What is your favorite thing to do in the summer?

Do you like ... ?

Who do you look up to?

What is something you are looking forward to?

SECTION

4

Conduct Disorder

The approach to identifying and improving the performance of students with disruptive, aggressive behaviors has undergone significant changes. We are better able to identify the symptomatology of multiple disruptive behavior disorders, including oppositional defiant disorder, conduct disorder, and intermittent explosive behavior disorder. The common characteristics of anger and aggressiveness often stem from a combination of biological, familial, and environmental factors; however, the disorders vary in severity and impact. The developmental course of disruptive behavior disorders is significant; for example, if the early expressions of oppositional defiant disorder are addressed, there is a lower probability that the more destructive behaviors related to conduct disorder will develop. The course of intermittent explosive disorder is separate from the other disorders but can have severe outcomes if symptoms are not treated.

Current treatment of conduct disorders is focused on improving the use of positive pro-social thoughts, feelings, relationships, and behaviors as an alternative to reducing negative behaviors. This section focuses attention on teaching specific skills that help children use reasoning to improve the accuracy of reading other individuals' emotional states and intent. This increases the child's ability to change their emotional arousal level to fit the situation and experience an appropriate level of emotional response to challenging social situations. Activities provide a way to maximize positive ways of addressing problems and help clients actively engage in pro-social behaviors. The aim is to help children evaluate and change their emotional experiences and expressions rather than be at the mercy of their thoughts and emotions.

Activities in this chapter may also be useful for clients with other diagnoses that have anger, irritability, and aggression as symptoms.

In-session
Exercise

Getting to Know Your Anger

1. Describe a recent situation when you experienced difficulty controlling your anger. Remember to describe the what, where, and why of this situation. ______________________________

2. Was there anything you could have changed about this situation to make it less anger provoking? Was there anything you could have changed to make it more peaceful (e.g., avoid the situation, ask for help)? ______________________________

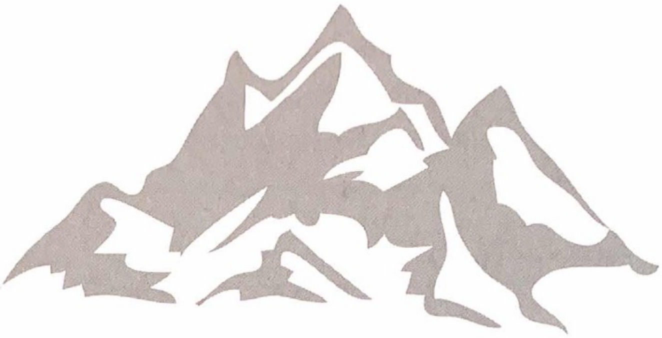
3. List the things you were not able to change about this situation. What didn't you have control over?

4. Describe a recent situation where you felt in control of your emotions or at ease. ______________________________

5. Describe your thoughts regarding the peaceful situation. What were you thinking? What were you feeling? ______________________________

6. When in an anger-provoking situation, if you were able to accept your thoughts and the situation for what they are, what would change for you? ______________________________

Tackling Anger Mountain



Identify five events that make you angry, starting with an event that makes you feel irritable and ending with an event that makes you very mad. Identify how your body feels in those situations. Notice the change as your emotions change. List strategies you can use to calm down and gain control of your thoughts and feelings.

Intensity	Trigger	Body Feelings	Calm Down Strategies
1			
2			
3			
4			
5			

Weekly Anger Diary

Logging your feelings is a great way to understand triggers for your emotions, as well as how you respond to your feelings. Track your anger for a week. Do you notice any patterns? Do your feelings and actions match the size of the problem? How long does it take you to recover?

Date: __________ Time: __________

Trigger	
Actions	
Feelings	
Outcome	
Time it took to recover	

Date: __________ Time: __________

Trigger	
Actions	
Feelings	
Outcome	
Time it took to recover	

Date: __________ Time: __________

Trigger	
Actions	
Feelings	
Outcome	
Time it took to recover	

Date: __________ Time: __________

Trigger	
Actions	
Feelings	
Outcome	
Time it took to recover	

Times of Acting Out

On the following pages, you will find two worksheets that look very similar. The first is for the **client** to complete and the second is for the **caregiver**. Make as many copies as needed, and invite each individual to take this worksheet home to track times of acting out and other supporting information.

At the next session, review the completed worksheets. Discuss any discrepancies or differences in the details reported between the two perspectives. Encourage the child and caregiver to identify any relationships or patterns to acting-out behaviors. Observe if the outbursts seem to follow any mood, state, environmental cue or time of day. Notice if there are any verbal or nonverbal cues that present prior to the outburst behaviors.

After this discussion, move on to the third worksheet. Make note in the appropriate boxes of the identified cues or feeling states that precede the acting-out behaviors. In the adjacent box, make a note of how to prevent this. The prevention plan can include behaviors by both child and caregiver. Once this page is completed, invite the client and caregiver to take home this worksheet to review this prevention plan as needed.

Repeat this exercise as often as needed. Track changes and improvements in behaviors and note the prevention strategies that seem to best help the client avoid acting-out behaviors.

Times of Acting Out

Make daily notes on the time and intensity/description of acting-out behaviors. Use an intensity rating of 0 to 10, with 10 being most intense. In addition, make notes on any other information that was noticed prior to the acting-out behaviors.

Time of Day	Intensity Rating	Description	Additional Notes
7:30 AM	*7*	*Yelled because my mom made me oatmeal instead of toast.*	*Slept through my alarm. Upset that my mom was rushing me to get ready.*

Caregiver Worksheet

Times of Acting Out

Make daily notes on the time and intensity/description of acting-out behaviors of the child in this log. Use an intensity rating of 0 to 10, with 10 being most intense. In addition, make notes on any other information that was noticed prior to the acting-out behaviors.

Time of Day	Intensity Rating	Description	Additional Notes
7:30 AM	*7*	*Yelled at me for giving him the wrong breakfast.*	*Didn't want to get out of bed. Irritable.*

In-session Exercise

Times of Acting Out: Plan of Action

Make a list of the environmental cues and feeling states that preceded the acting out from the previous workbook page. Write a plan of action of what the client and the caregiver can do when these cues take place in the future to prevent acting out.

Cues/Feeling States Preceding Acting Out	Actions That May Prevent Acting Out

Going Back in Time

Describe the moment of distress and list any feelings/behaviors observed:

Going back in time, list all events leading up to the distressed mood:

1. ____

2. ____

3. ____

4. ____

5. ____

Recognizing Emotional Limits

Emotional responses to situations are unique to the individual. Different situations can elicit different emotions among different people. This activity is designed to help you recognize what situations trigger different emotions and where your emotional limits lie. In the boxes below, list two examples of what makes you feel this emotion.

OUTRAGED

1.

2.

ANGRY

1.

2.

FRUSTRATED

1.

2.

ANNOYED

1.

2.

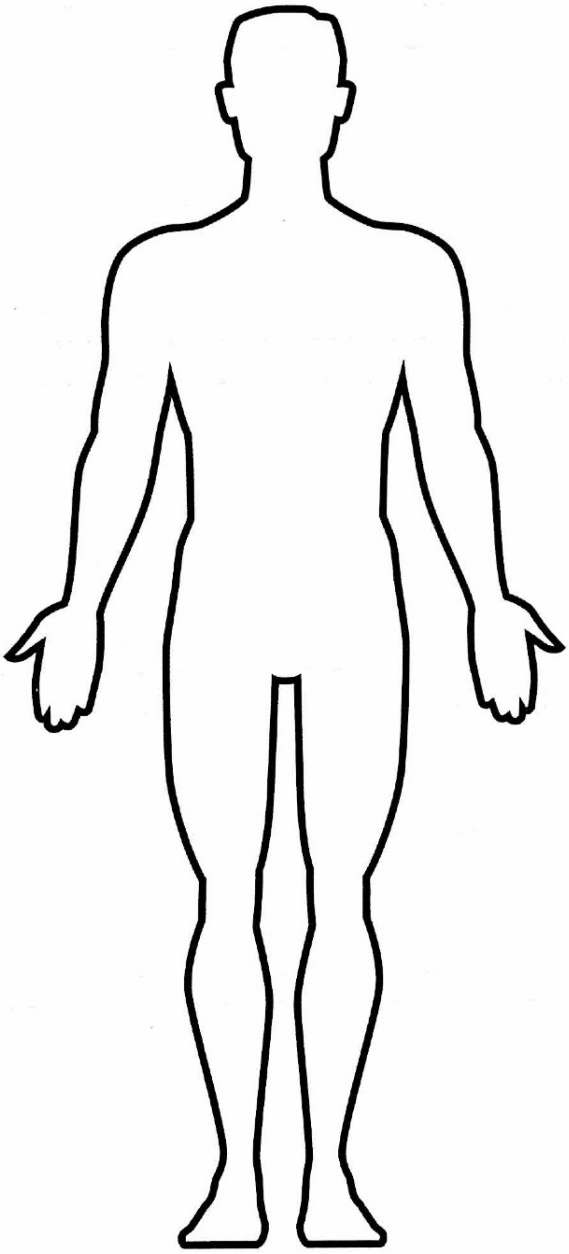
CALM

1.

2.

Body Reactions

People respond to feelings of anger in different ways. Think about a time when you were upset or angry. How did your body react? Write a few words to describe your feelings and then color or draw on the body to show where you experienced the feelings.



I Feel

"I" statements are a constructive way to communicate your feelings without using blame or negativity. Using the scenarios below, use an "I" statement to effectively communicate how you feel in the situation.

"I" statement: "I feel ______________ when you ______________. Next time, please ___________."

Scenario: *Your friend asks others to play at recess but does not include you in the group.*

"I" Statement:

Scenario: *Your parent yells at you to clean your room because it looks awful.*

"I" Statement:

Scenario: *Your sibling borrowed your clothes without asking and then got a stain on them.*

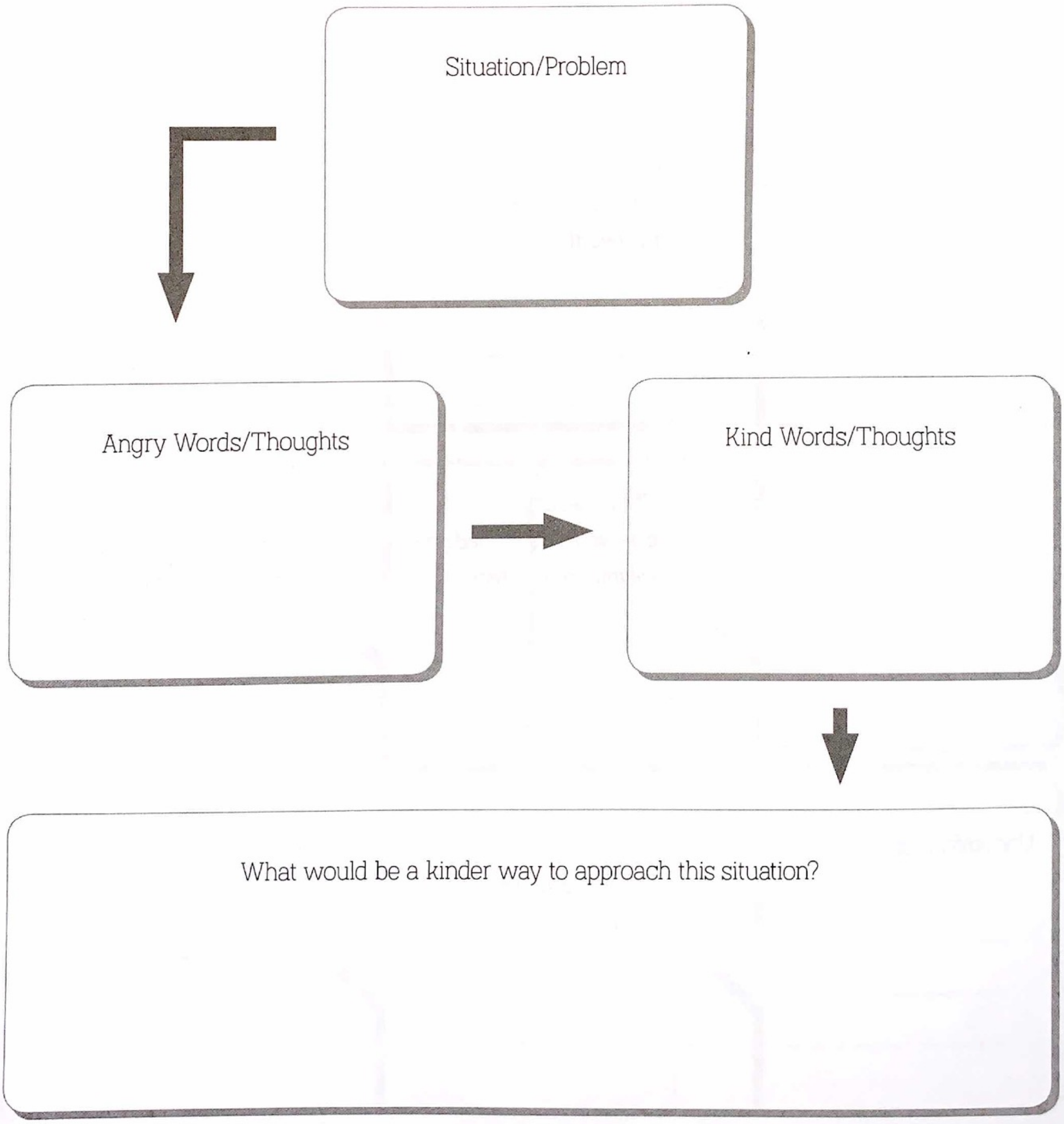
"I" Statement:

Scenario: *You are working on a group project and feel that you are doing more work than your partners.*

"I" Statement:

Watch Your Words

Words can hurt others or make a situation worse. It is important to understand the difference between kind words and angry words. Think back to a situation when you were upset and may have used unkind words, and describe the situation in the top box. List the unkind words you used in the appropriate box. Then list kind words in the box next it. In the redo box, write a kinder approach to solve the problem.


Situation/Problem
Angry Words/Thoughts
Kind Words/Thoughts
What would be a kinder way to approach this situation?

Communicating with Others

Communicating with some people can be easy, while it's harder with others. It is important to communicate positively so that your voice can be heard while you stay in control of your emotions. This activity asks you to identify people in your life with whom you feel comfortable talking with. Identify characteristics that make the person easy to talk to and then strategies you use to communicate with that person. Then think of people who are more difficult to talk to or trigger your feelings. What characteristics make it more difficult to communicate with them? What strategies could help you stay in control when talking to these people?

Very Comfortable	Characteristics *e.g., Listens, calm voice, trustworthy*	Strategies *e.g., Tell them I need to speak with them privately*
Mildly Comfortable	Characteristics *e.g., New person, medium-volume voice, listens*	Strategies *e.g., Take a deep breath before talking with them*
Uncomfortable	Characteristics *e.g., Loud, bossy, argumentative*	Strategies *e.g., Practice what you want to say before you speak with the person*

Understanding Family Rules

Every family is unique, with a different set of values and rules. In the boxes below, write down the names of the members of your family who live with you. What are the values in your house? What are the rules? What are the consequences if someone breaks the rules? In the final box, write about rules that seem unfair or difficult for you to follow.

Family Members

Family Values

____

____

____

Family Rules	Consequences
____________________	____________________
____________________	____________________
____________________	____________________

What rules are more difficult for you to follow?
What would you like changed if it were possible?

____

____

____

Understanding Family Rules

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Family Members

Family Values

____

____

____

Family Rules

____

____

____

Consequences

____

____

____

What rules are more difficult for you to follow?
What would you like changed if it were possible?

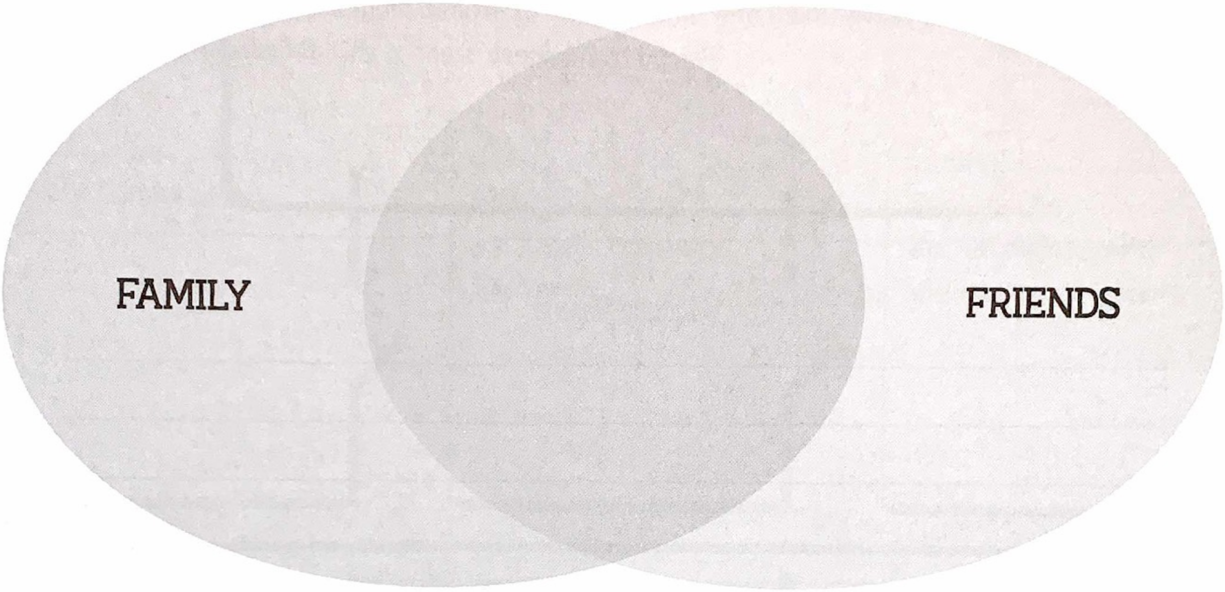
____

____

____

Friends and Family

Take a minute to think about your relationships with your family members and friends. In the circles below, list family and friends with whom you feel you have a strong positive relationship. In the overlapping area, list common traits about the individuals with whom you feel most comfortable. In the boxes below, list your strengths and weakness in developing relationships.



My strengths for building relationships:

My weaknesses to work on for building relationships:

Respecting Myself and Others

Define what *respect* means to you, then look up the definition in a dictionary and write it below. What can you do to show respectful behavior through your thoughts, feelings, and actions in the settings listed in the chart? In what situations is it easier to be respectful? In what situations is it more difficult?

What respect means to me:
Definition of respect:

	At Home	At School	In Community
Thoughts			
Emotions/Feelings			
Actions			

Pro-social Behaviors

Practicing pro-social behaviors in calm situations can help you know what to do in other situations, both positive and negative. If you were in the following situations, what would be your actions, thoughts, or feelings? How does your behavior affect your relationship with the other person/people in that situation? What can you learn from these situations that you can apply in the future?

	Actions	Thoughts	Feelings	Affect on Other(s)
Asking for a turn				
Saying something nice to a friend				
Helping a neighbor				
Arguing with a friend or family member				
Make your own:				
Make your own:				

In-session
Exercise

Helpful Behaviors

Begin a discussion with the client on helping behaviors. Challenge the client to become a helper. Ask him or her to identify helping behaviors. Invite the client to complete the worksheet by identifying three different people to help and three different helping behaviors to offer each of these individuals. Discuss with the client his/her expected outcomes for each of these behaviors and make note of them in the appropriate space. Decide on a deadline for completing these behaviors. Invite the client to take this worksheet home for reference.

#1

Person:

Helping Behavior:

Expected Outcome:

#2

Person:

Helping Behavior:

Expected Outcome:

#3

Person:

Helping Behavior:

Expected Outcome:

Helpful Self

In the space below, create a collage of words, writing, and images describing how you can help others. Think about how you can help others at home, school, or in the community. How does being helpful make you feel? How do you think others view you when you are being helpful?

Perspective Taking

What did you say? In this activity, think about recent interactions with others. In the left bubbles, write what you said. In the right bubbles, indicate how others perceived your words. Were they kind words, helpful words, or negative words? Did you show interest in other ideas or thoughts, or stay on one topic? What kind of feedback did you get from others?

What I Said	What Others Might Think